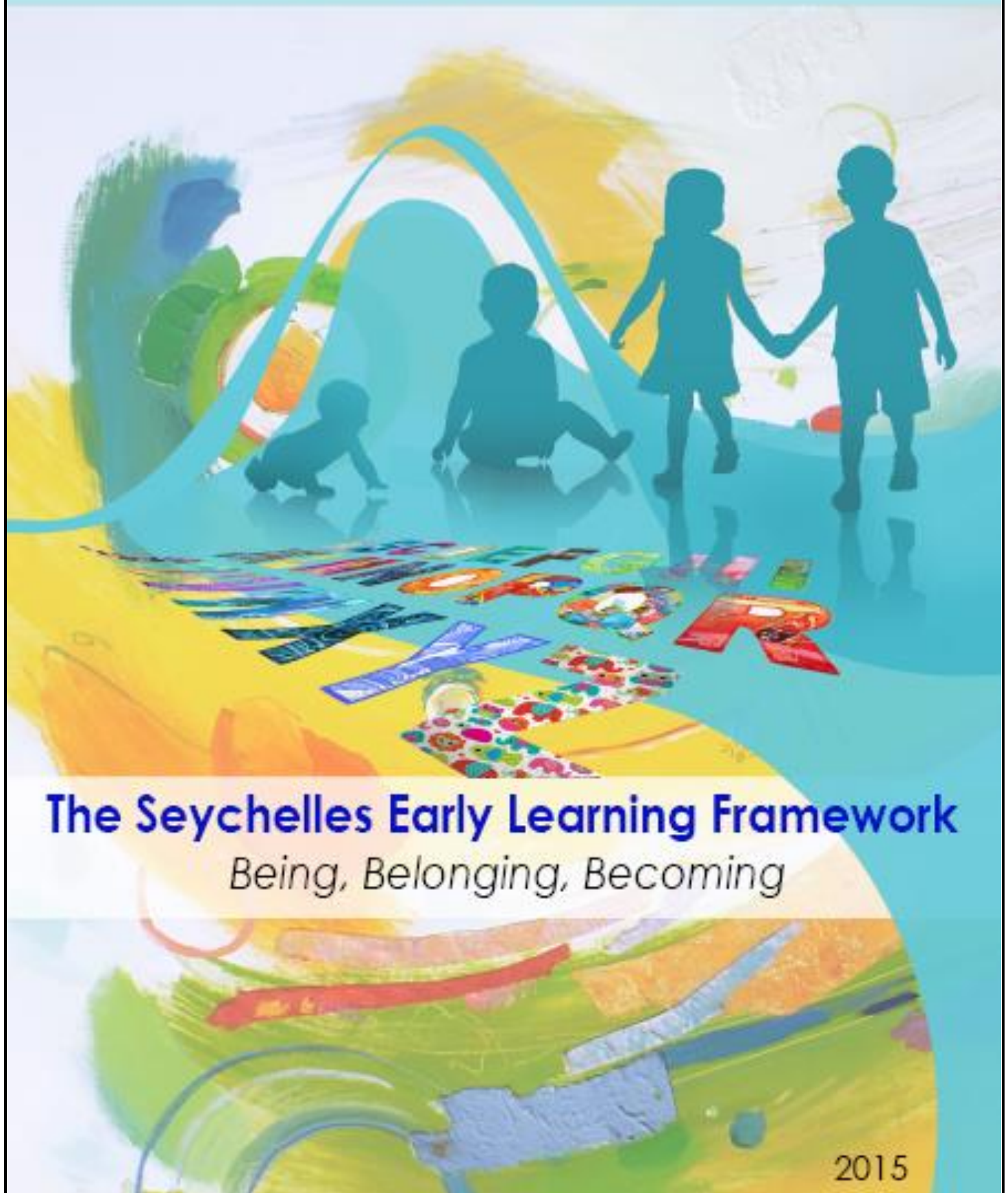




Ministry of Education



The Seychelles Early Learning Framework

Being, Belonging, Becoming

2015

GOVERNMENT OF SEYCHELLES



MINISTRY OF EDUCATION

The Seychelles Early Learning Framework (SELF)
(Being, Belonging, Becoming)

The Seychelles Early Learning Framework

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Foreword



Every Seychellois child has the right to the best possible childhood and this right is guaranteed under our Constitution. Research has proven that it is in the earliest years and even pre-birth that a large part of the pattern for everyone's adult life is set.

The **Seychelles Early Learning Framework (SELF)** adopts a **seamless approach** which warrants a holistic and integrated strategy for planning learning experiences. It is built on three fundamental principles – Being, Belonging and Becoming.

The Seychelles Early Learning Framework is one of the targets of the Education Medium Term strategic plan 2013-2017 and beyond. Given the importance of learning in the early years, Government is investing substantially in early childhood education.

This key document focuses on learning through early childhood from conception to 7 years. It provides early childhood service providers namely parents, health care providers, child minders, daycare centers, crèches, trainers and curriculum developers with a comprehensive platform for developing early childhood programmes in different settings.

The Seychelles Early Learning Framework is the product of a wide consultative and collaborative process of all parties having early childhood as a central component of its mandate. I would like to thank the Centre for Curriculum Assessment and Teacher Support (CCATS) for leading the work, and also all our education partners who brought multi-disciplinary experience and expertise throughout the development process. It is expected that in the course of the implementation of 'SELF' the collaboration between different sectors is maintained with a shared and common commitment; the children, their learning and their future.

Macsuzy Mondon
Minister for Education

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Division for Policy Planning and Research

Inspectorate Section

Day Care Operators

Ministry of Health

Ministry of Social Affairs, Community Development and Sports: Department of Social Affairs, Department of Community Development

National Curriculum Advisory Committee

Institute for Early Childhood Development

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List of Abbreviations and Acronyms

NCF	National Curriculum Framework
NAF	National Assessment Framework
ECCE	Early Childhood Care and Education
ELDA	Early Learning and Development Area
ELA	Essential Learning Area (in the National Curriculum Framework 2013)
MoE	Ministry of Education
MoH	Ministry of Health
MSACDS	Ministry of Social Affairs, Community Development and Sports
SELF	Seychelles Early Learning Framework
IECD	Institute for Early Childhood Development

Glossary of terms

The glossary of terms is in line with the ECCE Terminology Directory

ECCE Term	Description
Child	Internationally and in Seychelles, a child is a person under the age of 18 years. In this framework, the term ‘child’ is used generally to mean a human being in each stage of early life from conception through to ‘baby’, ‘infant’, ‘toddler’, ‘young child’. ECCE services The term ‘baby’ is used to describe a child from birth to the age of about 18 months (in a child minding service). The term ‘toddler’ is used to describe the child from 18 months to three years (in a day care facility), and the term ‘child’ to describe the child in a crèche or primary class.
Children with disabilities and special developmental and learning needs	All children are children first. Children have many abilities and may also have disabilities. Disabilities can be intrinsic (within the child himself/herself), for example physical (the loss of a limb or paralysis of a part of the body or a medical condition); sensory (loss of hearing or sight); intellectual (for example, a learning difficulty). Extrinsic disabilities are caused by factors in the child's environment such as poverty, violence, unstable family life and abuse or natural disasters. All of these factors can prevent a child from using his/her abilities to the full.
Community	• A community of location (for example country, state, district, village, neighbourhood) • A community of interest for example, faith, socio-economic or educational status.

Cultural diversity	In society there are different cultural or ethnic groups. Children need to be exposed to different cultures so that they can learn to respect each other's differences.
Developmentally appropriate	This term is used to describe activities, equipment or programmes. It is a way of working with children that takes note of what is known about child development and also what is known or learnt about each child and his/her development within the environment and context in which he/she is born and grows up.
Developmental milestones	A developmental milestone is an ability that is achieved by most children by a certain age. They include physical, social, emotional, cognitive and communication skills such as sitting up, walking, speaking, cooperating.
Early Learning and Development Area (ELDA)	The ELDA's are the areas on which the children focus their learning and interests in the ECCE programme. Together they form an integrated and holistic approach to all children's development and learning. Separately they give detailed information to the parents, child minders, child carers and teachers about the outcomes and suggested activities devised for the children at their different stages including children with developmental delays and spurts (inclusion and special needs). The six ELDAs are related to the nine Essential Learning Areas of the Seychelles National Curriculum Framework (2013).
ECCE premises	Any building or premises maintained or used, whether or not for gain, for the admission, protection and temporary or partial care of children away from their parents. They include private homes. Depending on registration, ECCE premises can admit babies, toddlers and/or pre-school aged children. The term ECCE premises can refer to crèche, day care centre for young children, a playgroup, a pre-school, after school care for children at Primary 1 and 2 and so on. ECCE premises are governed by national standards to ensure safety, security and well-being of each child who uses the premises.
ECCE Programmes	These are planned activities designed to promote the emotional, mental, spiritual, moral, physical and social development of children from birth to seven/eight years and to intervene in the lives of children at risk. ECCE programmes include the time at home with the pregnant mother and the newborn, supported by family and health services, child minding services, childcare programmes, Crèche 1 and 2 and Primary 1 and 2.
ECCE Services	A range of services (education, health, social protection) provided to facilitate the emotional, intellectual, mental, spiritual, moral, physical and social development and growth of children from birth to seven/eight years.

Family	The nuclear or extended family of persons with whom the young child resides and makes a home. The family may consist of biological parents and siblings, grandparents, aunts, uncles, cousins and other people who live within the family setting. There are many different kinds of family. All need to be supported for being concerned with the wellbeing of their children.
Holistic	This word stems from a Greek word, ‘holos’ meaning the whole. This is the belief that the parts of something are interconnected and can only be seen by reference to the whole. Examples are • Holistic medicine treats the whole person, taking into account emotional and social factors, rather than just the symptoms of a disease • Holistic child development views the child as a whole while focusing upon the different domains or aspects of her development.
Inclusion	The policy of inclusion acknowledges and respects differences in children and their families whether due to age, gender, ethnicity, language, class, disability or health status. Barriers to participation, development and learning exist in many contexts and require conscious focus to ensure that all children are able to learn in different ways both at home and in ECCE programmes and at school. Inclusion policy and practice focuses on developing individual strengths and assets and enabling each child to participate critically in the process of learning and development.
Integrate	This is a word from Latin meaning ‘whole’. An integer is a whole number rather than a fraction. An integrated curriculum is made up of separate parts (Early Learning and Development Areas) which are then integrated into whole activities so that the child is learning holistically. Integration means that activities are designed so that the child is concerned with all Early Learning and Development Areas simultaneously.
Neighbourhood	The geographical area in which families live, usually within walking distance of each other for example, a village.
Parent	A biological parent, guardian or family within the neighbourhood or orphanage/place of care who takes primary responsibility for the care and development of the child.
Play	Child directed play or Free Play The child directs and leads play in any way in which he or she wishes unless it is harmful or destructive. In this type of play adults gain knowledge and understanding of children’s capabilities through their silent observations. Guided play The adult sets up the learning environment with materials and objects that provide experiences related to developmental and other curriculum content. Adults guide play by collaboratively exploring materials with the children. This helps children to use materials and objects in ways that would not have occurred

	to them. They get adult responses to their discoveries and are invited to ask open-ended questions. Adult-directed learning Adults teach the children more formally by talking, demonstrating, role modelling a routine. The children observe the adult and ask questions, copy the behaviours while the adult supports them in gaining the desired competence.
The ‘push up’ approach to curriculum design	The Seychelles Early Learning Framework has been designed from the starting point of the growth, development and learning needs of the child from conception. The approach is based in human development as well as on the concept of inclusion of children with special development and learning needs. The curriculum therefore ‘pushes up’ from this and proposes an active and interactive curriculum assumed by proponents of based in the constructivist approach, where children as active constructors of knowledge.
Quality Assurance	Quality Assurance is the process of ensuring that the programme is fit for its purpose (that is, offering excellent opportunities to all children to learn and to develop according to their needs and interests). This is usually achieved by assessing each child’s own progress and by evaluating the programme based on all the children’s learning needs and interests.
Scaffolding	A variety of teaching techniques are used to help children move progressively towards more complex understanding, that gives them greater independence in the learning process. The adult provides the temporary support which helps the child to reach a new level of knowledge, understanding and skills development. There is a gradual shift of responsibility from the adult to the child.
Seamless	An integrated and holistic approach to ECCE ensures that all aspects are dealt with in each theme for example, the theme, Water, will focus upon all six Learning Areas (well-being, identity and belonging, communication, mathematics and so on).
Social Justice and Social Inclusion	Social justice is based in the notion of human rights, and the requirement therefore that people excluded from services and from belonging to the society of the country at its different levels must be afforded specific attention to eradicate bias and exclusion. Social inclusion is the result of social justice.
Values	Our values are based in our beliefs about how to live a ‘good’ life. Values are universal (e.g. human life; kindness, respect for others) and also based in the culture of families, ethnicity and national documents such as in the constitution of the country. Norms and standards of behaviour are set according to our values. If we value community cohesion, for example, we will set out norms for our behaviours of working and living together for the benefit of all and standards for judging the

	fitness of our behaviours in various contexts.
Vision	A vision is what we see for our future. It is a dream we have for the future of the nation's children. Seychelles' vision for its children is <i>A winning start in life for all children in Seychelles.</i>
Vulnerability	Heightened or increased exposure to risk as a result of the child's circumstances.
Watch Point	A Watch Point is an aspect of the child's learning and development in the ELDA which requires special attention. The adult will observe these Watch Points in his/ her continuing observations of each child. Watch Points may be:- - Transitory or brief. For example, the child has a cold in her nose, or does not feel like playing at this time and would rather sit quietly. If this persists for more than an hour, inform the parents. - Over some days for example, the child may be sickening for a fever or illness or feel stressed because of some occurrence in her life. The teacher should discuss this with the parents so that the child can be observed at home and at school and medical help sought if required - Over a length of time which may show a developmental delay or spurt (both learning disabilities and giftedness can cause behavioural concerns).

The Seychelles Early Learning Framework (SELF) focuses upon the Early Childhood Care and Education (ECCE) programme in various settings for children from conception to the end of the age of seven plus years (normally in Primary 2 in formal schooling).

An Early Learning Framework

The Seychelles Early Learning Framework is based on existing policies and includes the:-

- Intended development and learning for all children from conception.
- Approaches to ECCE including the vision, mission, principles and values which guide planning and implementation.
- Learning environment, resources, teaching strategies and assessment processes.
- Partnerships with parents, families and communities, civil society and government ministries.
- Early Learning and Development Areas (ELDAs), their outcomes and suggested activities from conception through to the end of the age of seven plus.

The curriculum is therefore much broader than a ‘syllabus’ which only provides an outline of what is to be taught in each year. Syllabuses (called Learning Programmes), will be developed from the Early Learning Framework.

The Early Learning Framework embodies the official curriculum and is recommended for all state ECCE programmes. The Seychelles Early Learning Framework is embedded in various policies and legal frameworks. It may also serve as guidelines for other educational institutions.

The Republic of Seychelles has developed policies in which to embed the Seychelles Early Learning Framework. They include:-

- *Convention on the Rights of the child* (1990)
- *The Education Act* (2004)
- *The Constitution of the Republic of Seychelles* (1993, Amended 1996)
- *Framework for Early Childhood Care and Education. ‘Winning for Children: A Shared Commitment’* (2011).
- *National Curriculum Framework* (2013)
- *National Assessment Framework* (2013)
- *National Inclusive Education Policy* (2014)
- *Education Policy: “Education for a Learning Society”*

These policy documents provide a clear statement on why the early years matter, what constitutes quality experiences in early years programming and how such excellent experiences make a difference to children’s lives. This understanding is shared across all government ministries and stakeholders and especially among those who have a direct link with the lives of young children and their families.

The Rationale of the Seychelles Early Learning Framework

The Seychelles Early Learning Framework builds on existing policies and provides a holistic approach to early childhood care and education, with a strong commitment towards establishing and maintaining an integrated system of service provision for young children and their families. Therefore, policy and leadership for ECCE curriculum and its services are housed in the lead Ministry of Education supported by the Ministries for Health, Social Affairs, Community Development and Sports in particular.

The Seychelles Early Learning Framework eliminates the artificial curriculum distinctions between ECCE programmes for different age groups. ECCE staff in all settings, therefore operates within the same Early Learning Framework, promoting the approach set out in the Framework for ECCE (2011).

The Early Learning Framework focuses upon the Being, Becoming and Belonging of the child within his/her family.

‘Being’ refers to the child’s status as a fully human being equal to all other human beings. This concept is particularly important for the methodology of the early years which is based in the child’s right to equality and dignity.

‘Belonging’ refers to the child’s need for and right to belong to a family, his/her right to a dignified name and identity and to be cared for with love and according to particular needs he/she may have.

‘Becoming’ refers to the responsibilities of families, communities and institutions to ensure that the child has optimum opportunities to grow, develop and to learn to become a fulfilled and useful member of society.

The SELF encourages **seamless transitions** for children as they progress through early years settings. It is thus, a child-centred approach which takes into account settings ranging from parents and families at home, supported especially by the Ministry of Education, through non-compulsory ECCE programmes to the first two years of compulsory education.

This in turn ensures that both the sensitisation programmes for secondary school students, parents and child minders and the professional training programmes for all ECCE providers are of an equally high standard and focused upon the same distinctly Seychellois philosophies and approaches.

The Seychelles Early Learning Framework is devised as an overarching document which will inform the specific guidelines for each type of provision including:

- pre-parenting, ante- and post-natal programmes in various settings
- parenting programmes for mothers and fathers and family members in various settings
- child minders
- day care centres and other pre-school institutions
- crèches and primary schools.

The use of the Early Learning Framework as a primary resource for the development of manuals, posters, brochures, DVDs and other resources and media will also ensure the extension of a seamless, integrated approach for all children and their families.

The approach used in the Early Learning Framework

The Early Learning Framework is devised as a ‘push up’ approach to curriculum. The outcomes and activities are developed according to the needs and interests of young children as they develop and learn from conception to 7 plus years. This is in contrast to the traditional method of devising down from the tertiary, secondary and primary school curriculums. Thus, the developmental milestones with the understanding of the influence of cultural values and practices from conception are key in devising learning activities for children.

The document sets out the case for the ‘push-up’ approach grounded in the philosophies of ECCE both in Seychelles and ideas for effective practice in ECCE internationally.

The Early Learning Framework is developed seamlessly and in an integrated manner towards the essential Early Learning Development Areas (ELDAs) of the National Curriculum Framework (2013).

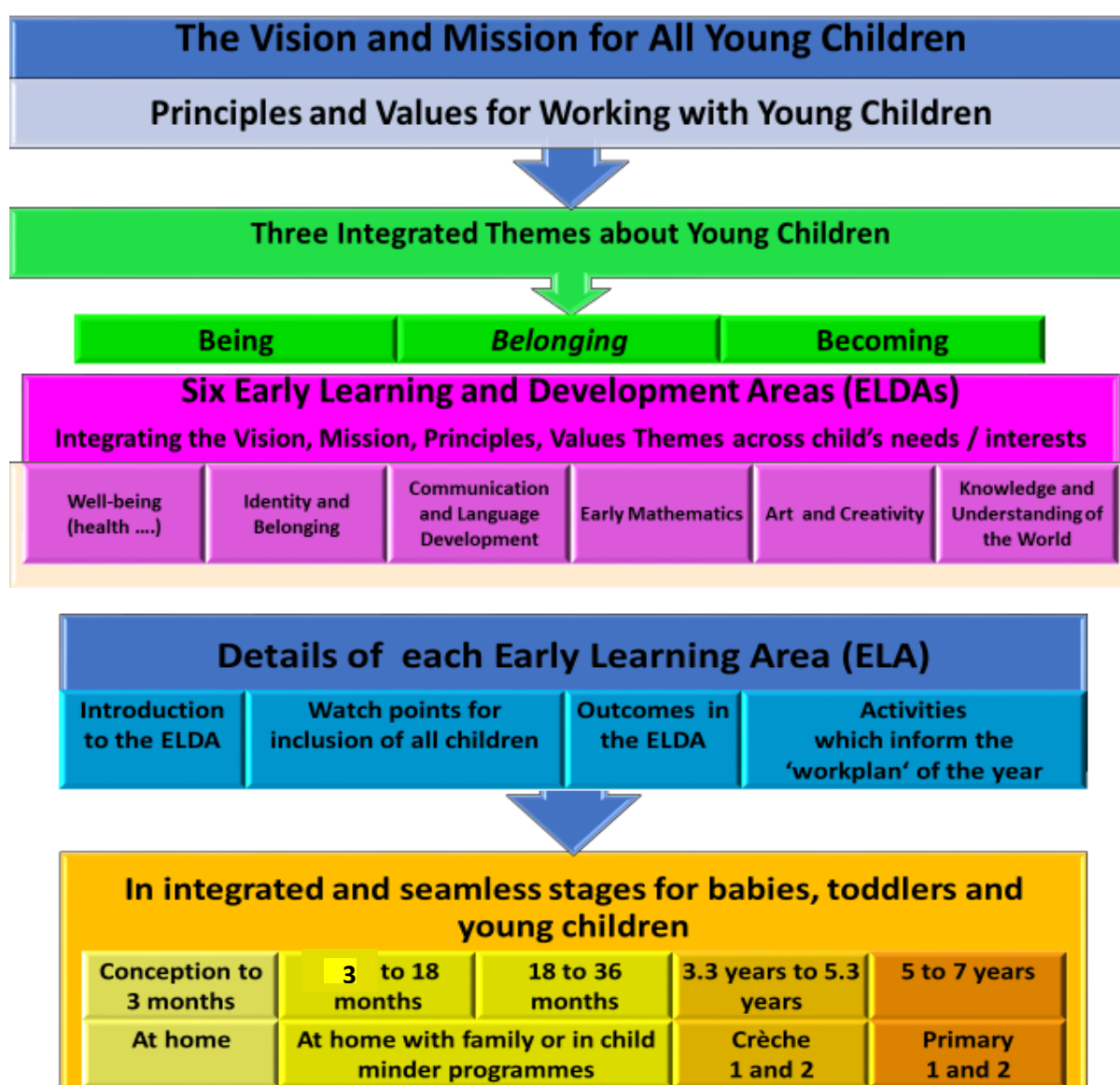


Figure 1 Structure of the Early Learning Framework

Structure of the document

Chapters 2 to 4 focus upon the underpinning vision, mission, principles and values for ECCE within a setting of cultural diversity and inclusion of all children.

Chapters 5 and 6 emphasises the importance of the child from conception within the supportive environment of parents, families and communities in partnership.

Chapters 7 to 13 are concerned with the establishment and maintenance of ECCE programmes in various settings.

Chapters 14 and 15 describe the ELDA's and their outcomes with **Watch Points** to consider, thus ensuring an inclusive approach to teaching and learning for all children. The detailed set of opportunities suggested for children to grow, develop and to learn provides the incremental approach required in an inclusive developmental curriculum.

The vision, mission, principles which underpin the SELF are taken from the three Ministries most concerned with young children and ECCE, and are based upon the overarching vision for ECCE (Seychelles 2011).

The vision, principles and values are depicted in Figure 2 where the child is at the centre, flanked by the parents and family, the caregivers outside the family including teachers within her community and the nation of Seychelles within the global context.

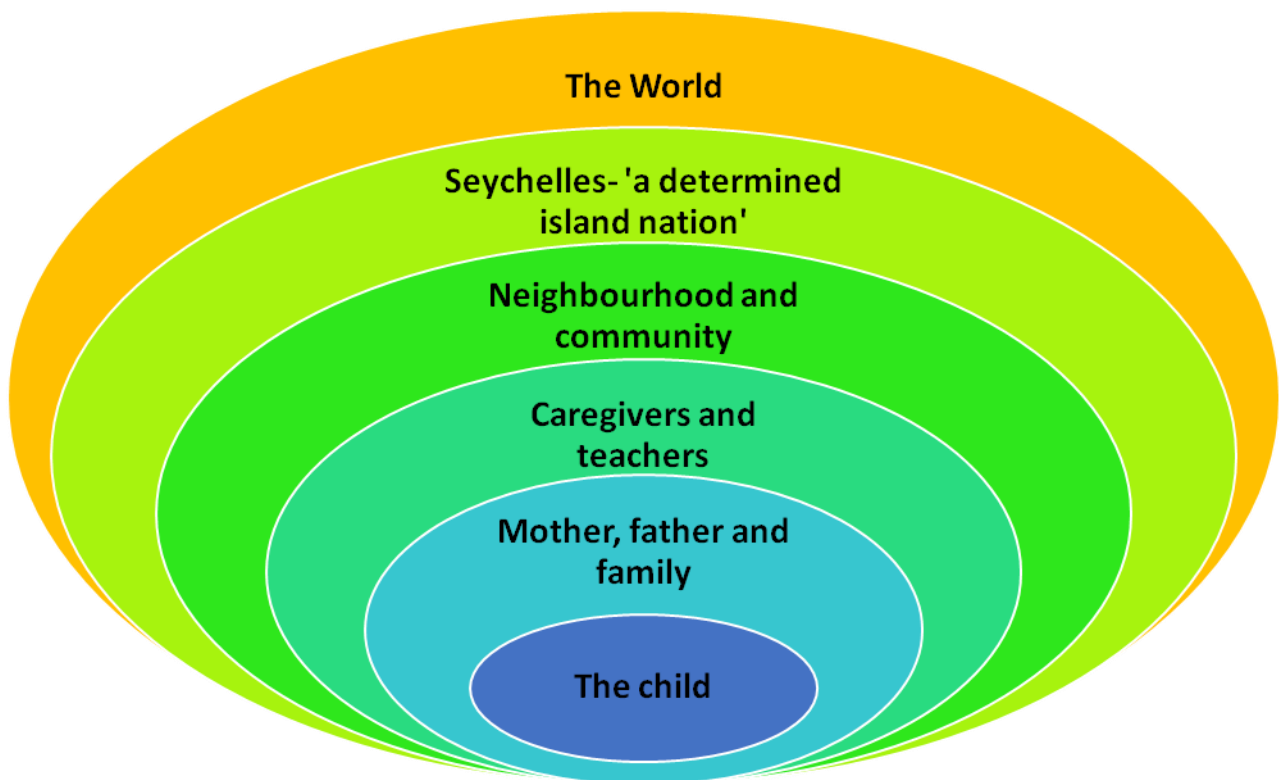


Figure 2 The vision for all children in Seychelles as full members of society

The overall Vision for ECCE (ECCE Framework 2011) is adopted by all participating Ministries as “A Winning Start in life for all children in Seychelles”

The statement (Seychelles National Curriculum Framework 2013, page 8) was amended for the Early Learning Framework as

‘As we move towards an increasingly pluralistic society, all citizens of Seychelles will be sensitive to the child’s socio-cultural background, to respect diversity by valuing all types of families, to be respectful of all cultures while challenging harmful practices that go against the best interests of the child.’

The mission statements, principles and values are incorporated into one set of defining guidelines for the Seychelles Early Learning Framework.

Aspect	The Seychelles Vision	Key points of Mission statements	Key Principles	Key Values
All children in Seychelles	A winning start is the right to a high quality, comprehensive and integrated system of Early Childhood Care and Education from conception onwards.	- The well-being of the individual is central - Complete physical and mental health for each person. - Empowered and enabled individuals enjoying and contributing to a high quality of life.	- The child is a rights holder - The child is central. - Each child is included. - Learner-centred programmes based on play and role modelling. - Children are capable and competent in many different ways but are also vulnerable and require the support and protection of all. - Each child is entitled to high standards of care and education.	- Respect is based in rights and responsibilities - rights and well-being of Early Learning Framework and all others and respect for the environment. - Recognition of the equal worth of all persons. - Gender equality in all aspects of life. - The importance of diversity and inclusion. - A culture of peace. - The child is a human being, is becoming an adult, and needs to feel a sense of belonging to his/her parents, family, neighbourhood and to Seychelles within the global context. - Excellence and
Their parents, family and guardians	Confident and knowledgeable parents who engage constructively with professionals in the best interest of the child.	- The well-being of the family is central. - Happy and fulfilling family relationships. - Social functioning and well being.	- Parents (father, mother and guardians) are the most important people in the child's early life. - Parents and guardians engagement is central at all levels of the child's development. - Wider family involvement supports both the parents and the children.	
The workforce and partners	Valued and skilled professionals working together innovatively for the greater success of all children and families.	Services and members of the community will respect and support each other.	- Close collaboration amongst all service providers. - Community engagement by all service providers. - Acknowledgement of the value of play.	

Aspect	The Seychelles Vision	Key points of Mission statements	Key Principles	Key Values
			• Support and monitoring of all personnel. • Coordinated leadership for effective learning. • Accountability through curriculum coherence, evidence-based quality assurance and evaluation.	perseverance in all things.
Communities in which children live	• Committed and vibrant communities providing strong family support and enabling environments for children's overall development.	• Happy and fulfilling community relationships. • A harmonious society where marginalised groups are integrated.	• Cultural appropriateness. • Education for a sustainable environment. • Education for sustainability of the Seychelles vision and mission for the country and for all its young children.	

Figure 3 The integrated vision, mission principles and values of the Early Learning Framework

The Seychellois context of diversity

Seychelles is a diverse society which respects the dignity of its people and strives towards creating harmony. The ECCE Framework (2011:39) states that a sense of community and solidarity

“is one of the most precious legacies of our tradition as an island state characterised by racial and religious harmony”.

In education there is a focus on building national pride through effective communication, demonstration of empathy and resolving of differences in a constructive manner. For global participation, the framework also recognises the need for developing a democratic ethos and a culture of human rights through education.

Principle 9 of the ECCE framework recognises the need to have culturally appropriate early childhood programmes which pay attention to:

- children’s socio-cultural background
- cultural practices in the best interest of the child
- all family types, and
- use of the mother tongue as the language of instruction in ECCE programmes including crèche 1 and 2, P1 and P2 – to provide children with the opportunity to develop their self - esteem while learning a second and third language.

It is clear that in Seychelles there is commitment to promote cultural diversity for nation-building and citizenship through early childhood. When young children have quality early learning and care experiences their social and emotional well- being is enhanced. They learn caring behaviours and respectful interactions with others. These are important starting points for the development of young children’s citizenship in a diverse society.

In the Early Learning Framework, ELDA 2 is about Identity and Belonging. The learning opportunities allow for children to have positive experiences in the discovery of their identities, their cultural practices and those of others.

Strategies to support cultural diversity in ECCE settings

It is important for adults who deal with children to have affirming views of racial, religious and cultural differences. Children need to be exposed to equal educational opportunities for their optimal development and a strong sense of belonging. The strategies below are helpful to promote cultural diversity.

- The vision and the mission statement of the ECCE settings must take into consideration the need to include all children.
- Understand the cultural background of the children by having conversations and information gathering sessions with parents and guardians. Understand personal bias and stereotyping so that they can be part of a parent support programme.
- Deal with parents in a respectful manner. When this is the case, then the self - esteem, confidence and emotional development of both the children and the parents and guardians are strengthened.
- Planning must take into account the need for children to feel positive about themselves and the culture they belong to. Select learning opportunities to allow children to explore who they are and what they do.
- View the classroom or any learning setting as a mini society. There should be a place for every child to develop their talents and to learn from each other.

- Make an effort to understand young children's patterns of communication. This is important for their language development.
- Every child must have opportunities to explore similarities and differences and appreciate both.
- Use active learning experiences to promote cross-cultural understanding e.g. preparing, cooking and eating food.
- Invite people from different cultural groups in the community to talk to the children. Make sure that they are able to interact with young children. They can be used to share information or to challenge a stereotype e.g. A Chinese man speaking Creole.
- Plan fieldtrips where children can learn about different cultures.
- Use technology to connect children from one country to another. Skype and video conferencing can be used to connect with children in a country that has historical links with Seychelles and countries of the region, for example, Mauritius
- Pay particular attention to the physical learning environment. The following questions are helpful in developing a culturally responsive learning environment.



- Is the learning environment welcoming and inviting for all children?
- Are pictures, models, props and toys representative of different cultures e.g. eyes, skin types, hair?
- Are there stereotypical material and games e.g. boys are not allowed to play with dolls?
- Are finger play activities, games and songs chosen from different cultural groups?
- For fantasy play is there a variety of clothing from different cultural groups?
- Does the library corner have information and story books about people from different cultures?
- Does the learning environment cater for religious diversity?

Chapter 4 Inclusion and Special Educational Needs

The Seychelles Early Learning Framework works within the National Inclusive Education Policy of 2014 and within the vision, mission, principles and values of participating ministries and service providers (see chapter 2).

The Constitution of the Republic of Seychelles states in the Preamble an important set of values about inclusion:

*Desirous to build a **just, fraternal and humane society** in a spirit of friendship and co-operation with all peoples of the world;*

*Recognising the **inherent dignity and the equal and inalienable rights of all members of the human family** as the foundation for freedom, justice, welfare, fraternity, peace and unity;*

Reaffirming that these rights include the rights of the individual to life, liberty and the pursuit of happiness free from all types of discrimination;

Each child has the right to participate and each ECCE programme and school has the responsibility and duty to accept and to include each child regardless of gender, culture or ability, with relevant support from government ministries where necessary for example, medical interventions. Respect for each child's social, civil, and educational rights ensures that children benefit from inclusion of all.

Inclusion is about ALL people, living full lives together, learning from each other through our similarities and through our differences, celebrating diversity and building a sense of community. Inclusion is about our abilities and gifts and how to share them and to use them to manage our disabilities.

The Seychelles Constitution celebrates the diversity of life in our country. Diversity is not viewed as a problem but as a reason for celebration and as a rich resource for living, teaching and learning. Inclusion in ECCE programmes and in education is one aspect of inclusion in the whole of society.

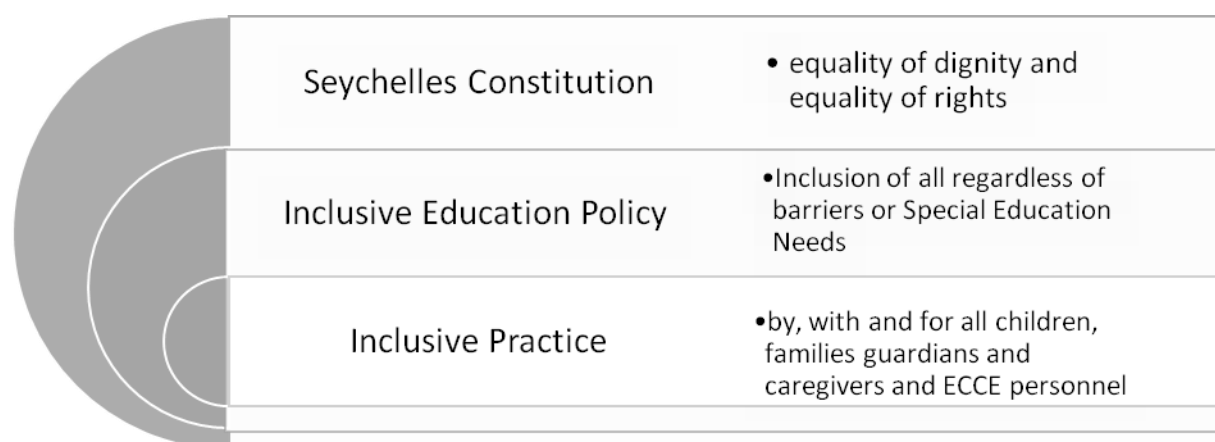


Figure 4 Inclusion policy and practice

Inclusion and Special Education Needs - The social model of barriers to learning and participation

The Seychelles Inclusive Education Policy works within the social model of inclusion. This model states that the focus for inclusive education should be on the entire education system and the identification and eradication of ‘barriers’ that exist which prevent each child, with his/her specific abilities and disabilities, from participating and learning to her greatest potential (The ‘deficit’ or ‘medical’ model assumes that barriers to learning and participation are within the child, who needs to ‘fit into’ the education system).

The education system therefore focuses upon the needs and interests of the child as ‘being, becoming and belonging’, rather than as a child who does not ‘fit the system’.

The social model of inclusion states all people are equally worthy of respect regardless of each person’s own abilities and disabilities. Children are capable and competent in many different ways but also vulnerable and require the support and protection of all. Each child is entitled to high standards of education and support. Each child is included rather than excluded and the barriers exist mainly in our attitudes towards both abilities and disabilities.

Inclusion means children of all abilities and disabilities have equal access to and participate meaningfully in ECCE programme. When children are together as part of the group, their development is enhanced and positive social attitudes are fostered.

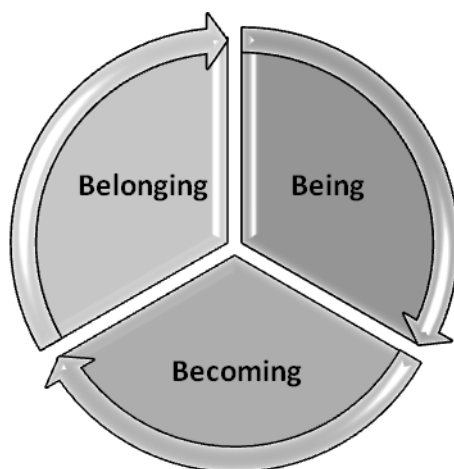


Figure 5 All Children are included in Being, Becoming and Belonging

Adults practicing inclusion and focusing on being, becoming and belonging for each child

- Focus upon the attitudes and behaviours of human beings towards self, others and the environment. Children observe the attitudes and behaviours of adults and learn by mimicking their behaviours.
- Recognise and respect the differences among all children and build upon their similarities to deal with their differences.
- Use teaching strategies which will benefit all children.
- Adapt the systems to the benefit of all children in the ECCE programme and school.

Children may experience barriers to their learning and participation in ECCE programmes as a result of both their intrinsic abilities and disabilities and extrinsic barriers they may face.

- Intrinsic barriers are those barriers which people with impairments or chronic illness face as long- term limitations of physical or mental or sensory function. Seychelles has identified ten categories of intrinsic barriers to participation and learning based in ability and disability.
- Extrinsic barriers are contextual and can embrace both poverty and wealth, children being brought up outside of their own families, girls when their education is seen as less important than that of boys, children from minority groups and subjected to racism or other forms of discrimination babies of young girls and children whose parents are not educated or whose home language is different from the language of instruction.

Barriers exist in

- The ECCE sites (the premises of child minders, crèches and schools).
- Resources provided for ECCE programmes for example, furniture and educational materials.
- The attitudes and therefore behaviours of people caring for and focusing upon services for the child. This includes parents and families and other child care providers, teachers, health and social work personnel and government personnel charged with ensuring that ECCE services are of the highest quality for each child.

In a high quality, inclusive ECCE programme the adult is responsive to the individual abilities and needs of each child. Opportunities are provided for all children to learn through play with their peers, supported by knowledgeable staff or provider.

All children need support to reduce or eliminate barriers so they can learn and fully engage in experiences with their peers. The most important action to take is to ensure that all children help each other to achieve their learning goals. This is important in learning about identity and belonging and respect for all.

Technical adaptations and strategies are specific to each child. For example, adults can adapt resources to meet the needs of individual children, for example, make spoons easier to hold with plastic wound round handles for thickness, modify a chair to fit to sit at the table or change a routine, for example, the toileting routine, to make transitions more positive. Occasionally, additional staff are required as part of a strategy to include every child.

The policy of inclusion threads through all curriculum issues in the Early Learning Framework. The ELDA's are arranged in a **seamless way so that adults can refer to previous and future ages and stages for activities to assist with developmental delays and spurts**. They are described in terms of abilities for children (outcomes and activities which encourage the outcomes). In each ELDA there is a set of 'Watch Points' which focus upon including children with barriers to learning and to participation.

The assessment of each child's own developmental and learning needs and interests is based upon a narrative, observational approach which seeks to find solutions for each child's own needs and interests within the group.

Each child is different

Each child is unique and will progress differently. Who children are what they can do and what they become is largely influenced by their biological and genetic make-up as well as the cultural values and practices in families and the communities. In early childhood (birth to end of 7) and especially for babies and toddlers, the family provides the first context for interactions and for early learning experiences.

Although children develop in similar stages, it is their life experiences in their immediate environment that will help to shape their development and learning. The individual differences amongst children are normal and must be respected as positive aspects to develop their learning.

The Early Learning Framework is developed to include the different rates and patterns of behaviour. Adults need to use different approaches to pay attention to the cultural practices and the individual developmental differences.

For children with special needs, the section on Watch Points in the Early Learning Framework provides information on the variations in the behaviours, skills and responsiveness to children with special needs. Depending on the severity of their developmental delays children with special needs and children at risk might require intervention services to help them to achieve the developmental milestones and the outcomes for early learning.

The ages and stages of development

The Early Learning Framework is developed from observable age-related stages of behaviour, which are generally accepted as universal for all children at the same age and stage. Attempts are made to link these to the cultural concerns and practices of Seychellois society.

The learning opportunities in each ELDA need to be further developed to include specific cultural practices. For example, all children develop emotional attachments. However, how this happens for a child with Indian heritage might be different from how this happens for a child with Chinese heritage.

The stages presented below must keep in mind that they are typical but not the only ways in which children's development and learning can be considered. The Early Learning Framework takes into account the developmental and learning needs in different ELDAs. In some ELDAs the age groups are combined e.g. Wellbeing and Identity and Belonging. Where this is the case, learning opportunities do take into account the different ages and stages.

Conception to birth

This stage pays attention to maternal well-being from the time the child is conceived, through the different stages in pregnancy and the birth process. It is largely dependent on the physical and the psychosocial health of the mother. The care the mother takes of herself during pregnancy and the support she receives from the father and the other family members will influence how the foetus grows and develops.

There are specific foetal development milestones especially in the last three months of pregnancy that can be used to provide early stimulation. For example, from 25 -28 weeks onwards a healthy foetus develops body rhythms e.g. breathing and sleeping. The brain develops centres for the senses and motor activities. The foetus can feel pain and touch. It responds to sound and vibrations. Due to the receptiveness of the foetus to stimulation, some cultures advise talking in the mother tongue, massage of the abdomen, playing of soft music and the recitations of verses from religious scriptures. In some cultures there are also rituals that are conducted during different stages of pregnancy.

Birth to three years

This includes the baby and toddler stage of growth and development. There are three broad age groups that describe the changes in this stage.

- From birth to 8 months rapid development which includes integration of sensory, motor, social/emotional, language and cognitive systems takes place. When babies are emotionally secure with close relationships from adults they are able to use their senses to learn.
- From 8 to 18 months they increase their ability to explore and interact with their social and physical environments. Babies feel secure when they have familiar adults whom they can trust.
- From 18 to 36 months toddlers use different ways such as verbal language and physical actions to experiment in order to have their developmental and learning needs met. Toddlers also tend to be more assertive and independent. They still rely on support from adults and other children.

Three to Five years

This stage is commonly known as the preschool stage (Crèche 1 and 2). At this stage the children need adults to help them gain knowledge and understanding of their world and to support the development of their new found skills and behaviours.

- At 3 years children are in transition. Their behaviour and skills are more closely related to 4 and 5 year olds. They have a larger vocabulary than toddlers and are very keen to use new words and explore new ideas. They enjoy the security and trust of adults. They show great motor control, use their senses to solve problems and participate more readily in conversations.
- At 4 years children's language becomes more fluent. They are more curious about people, places and objects than 3 year olds. They enjoy full adult attention and want to "show off" their skills especially related to their independence. They also make friends easily, test out body strength, love to talk and listen to stories.
- At 5 years the children are more confident about who they are and their sense of belonging. They have more friends, are more agile and move around freely. They communicate in different ways and show understanding of concepts with or without concrete resources.

Five to Seven plus years (Primary 1 and 2)

Children who have been well supported in the previous stages should now be self - confident with a self - identity and which they are increasingly proud of.

- At 5, the children have a complex language base. They can complete sentences, tell you what something means, make up songs, tell stories and think aloud. They are also completely co-ordinated and have great physical drive to test their bodies. They can cut with scissors, balance, jump, hop and skip. They are curious and want to display

their knowledge. They enjoy dramatisation and imaginative play. They are moving towards displaying behaviours to more formal school work.

- At 6 and 7 years, children show more abilities to do formal work. They observe rules, make social connections more readily but also show aggression. They are vocal about their emotions. They can put their language skills to paper. They recognise letters understand concepts, read pictures, read books with words, phrases and simple sentences. They also understand mathematical concepts.

Points to remember when using Age and Stage Guidelines

- Make sure that typical age and stage milestones are used in context. Think about personal experiences with children. Look at the real child in person to understand development and learning. When multiple sources of information are used, it allows for a more balanced idea on how to recognise children's strengths and the areas where they need support.
- Do not try to box children into the typical milestones and characteristics. Observe and write down what is seen in terms of a child's knowledge, understanding, skills, attitudes and behaviours. Combine this knowledge with what was learnt from parents about the child. This will provide a more holistic picture of the real child.
- When understanding the children's development and learning, consider the typical milestones before and after his age group. This will help to understand where the child is located in terms of his progress. It will also help to identify delays and giftedness.

The Early Learning Framework is designed to allow for flexibility and takes into account the need to effect the points above.

Chapter 6 Parents, Families, Communities and Services in Partnership

The Constitution of The Republic of Seychelles states in Article 32; Protection of families, that;

The State recognises that the family is the natural and fundamental element of society and the right of everyone to form a family and undertakes to promote the legal, economic and social protection of the family.

And in article 40. Fundamental duties of every citizen of Seychelles -

(d) to contribute towards the well-being of the community;

There is a need and a desire therefore to work together for the well-being of the child.

Who is the Parent?

The term **parent** is used to mean either the biological parent or the guardian who has taken on the role of parent, that is, a foster or adoptive parent. A parent is the stable influence in the child's life. Many children have more than one 'parent' figure in their extended families, with several people taking on the roles of mother and father, especially where grandparents, older siblings, aunts, uncles and older cousins all live together or close to each other.

The parents are both the father and the mother. While traditionally the mother is tasked with the upbringing of the baby from conception, it is important that fathers play a full role in the upbringing of their children from conception. Fathers also often spend more time playing with their children, while mothers spend a greater proportion of their total time with their children in caretaking activities (where playing does occur, but focused upon the routines).



Children with involved, caring fathers have better educational outcomes. A number of studies suggest that fathers who are involved, nurturing, and playful with their babies and young children have older children with better verbal skills, intellectual functioning, academic achievement.

There are also numerous benefits that have been reported for the fathers themselves, including greater skill acquisition, greater confidence and self - esteem, a better father-child relationship, and increased engagement with learning.

Who is the Family?

The term 'family' is used to mean the immediate family living in the same 'household' in which the child is born and raised or the extended family who may live in different households.

Families come in many different forms. We need to be sensitive to and able to work with all types of family with which we come into contact. Some types of family which exist in Seychelles include:

- A ‘nuclear family’ of mother, father and children only.
- The extended family, including many ‘mothers’ and ‘fathers’ for example a three-generation family.
- Single parent families including unmarried or widowed parents.
- Separated families (as a result of divorce, economic circumstances, children taken into care, members being imprisoned and so on).

Community and neighbourhood

We use these terms interchangeably as follows:

- Community of interest (such as religious organisations, clubs, schools, clinics)
- Community of location (a neighbourhood in which people live or work and which is in walking distance for them while they are in the area).

The children, parents (fathers and mothers), families, neighbourhoods and communities of interest within Seychelles are interlinked and inter-dependent. Children are supported by parents and they in turn are supported by their families and those in their neighbourhoods as well as in their own communities of interest. All are supported by the policies and services of government and of civil society.

The importance of the parents, family and community in the life of the child

Parents and family members are children’s most important teachers because they are with the children from birth and have primary responsibility for the development of knowledge, skills and values, attitudes and behaviours throughout the early years (See Chapter 5 on Development and Learning: Conception to 7).

Parents’ knowledge of development and learning in the early years, their expectations for their children and their parenting styles will influence children’s attitudes to life and to learning later on. Family participation is essential for the success of each child in the home, and in the ECCE programmes.

Helping parents and families to be advocates for ECCE and their own children

Parents’ ideas about their roles in children’s education are important in understanding their thinking and decisions about involvement. When parents believe that they should have a strong, personal role in their children’s development, growth and learning, this assists their children in achieving their goals. Parents are often the best educational advocates for their children, especially children with developmental delays and spurts in one or more areas of their development. Parents need to advocate for their children in a constructive way. This will be achieved through parent, family and community sensitisation programmes. The contents of the programmes may include knowing

- The benefits and opportunities which are available in Seychelles.
- The people who make decisions about the child’s education and care..
- how to connect with personnel in both casual and formal settings, for example talk with the staff, volunteering in the facility, requesting assistance with concerns about the child.
- Knowing the child’s strengths and interests and challenges and sharing them with personnel and keeping records of the child’s challenges and meetings held to discuss these.
- Gathering information about child development and learning.
- Communicating effectively with all colleagues in the care and education of the child and emphasising solutions to problems and challenges.

**Helping ECCE services to be advocates for children**

Leadership is the key in demonstrating a genuine commitment to involving parents, especially fathers, families and neighbourhoods. Continuously emphasise to fathers (and mothers) how important fathers are to their children and their learning. Make children's learning more welcoming to men – they are often seen by fathers as 'women's spaces' and 'women's work'.

Chapter 7 Facilitating Learning

Throughout the early years learning is valued as an active process supported by adult-directed and child-initiated activities. Adults need to be respectful of children as people with both capabilities and vulnerabilities at the same time. Teaching and learning approaches must take into account the need to integrate child-directed play and learning; guided play and learning and adult-directed learning.

It is important to note that the child in the first seven plus years of life is moving gradually from a play-based to a more structured formal setting.

Teaching and learning is first guided by adults who are responsive to children's needs, interests and early learning frameworks that guide learning. They offer strategies which support play, exploration and experimentation.

As the child grows older a more focused experiential learning approach is used. Learning by doing becomes more prominent.

Actions of a responsive adult

Children from birth to end of year 7 thrive when adults around them are **intentional** – thoughtful, informed and making genuine attempts to understand and respond to their needs.

A responsive adult who is committed to quality care and educational experiences

- Shows deep awareness of children's well-being (physical, mental, emotional).
- Through close involvement with the children, shows deep awareness of children's health, their personalities, their abilities and cultural experiences to provide appropriate care and educational stimulation.
- Connects with children as capable but vulnerable people.
- Displays a caring, accommodating and open attitude to all children. Children are given instructions in simple language and their needs are addressed in a patient manner. Children are also valued as teachers who have knowledge of their own childhood.
- Takes young children's learning seriously.
- Puts a great deal of effort into planning, collecting resources, setting up the learning environment for active learning opportunities and seeking professional development to enhance children's learning.
- Serves as a role model at all times - is aware of how children rely on adults as demonstrators of how to think, how to do things, how to behave and how to deal with challenges and negativity.
- Scaffolds learning so that children are supported in new learning.
- Recognises that children have prior knowledge which needs connection to new knowledge. Activities take into account what children can do. This gives a message of how to connect to the next level of learning.
- Makes learning fun.
- Makes sure that children are attracted to the learning environment when they are having fun and their needs are met.
- Watches, listens to, responds and enhances children's initiative and motivates children to give of their best. Learning by doing is given high priority.

Facilitating Play

Play is something that comes naturally to children. When children play they build their knowledge and understanding of their life world and come to value themselves as participants in learning. They get involved in different types of play as they grow in their physical and mental abilities. They enjoy playing alone, playing with others, playing to achieve a purpose, playing to put rules into operation, playing to test their bodies and minds. This type of active involvement allows children to express their feelings, show their strengths, become confident, test out their ideas and make their priorities matter. Adults should use play as an important vehicle to support active learning. Adults can take on the following roles to facilitate play:

- **Arranger**
Arranges, the place, time and resources that are required for stimulating play experiences
- **Onlooker**
Watches what children do in order to understand their play, extend them and support them in their areas of play.
- **Learner**
Lowers the adult status and joins the children to learn from them.
- **Confidence-builder**
Meets the children's individual needs to help them to experience success
- **Motivator**
Encourages children to use their imagination, curiosity and creativity freely and stimulates them by asking open-ended questions.

Facilitating differences in learning

When children grow and develop they will have different needs at different ages and stages. Adults need to pay special attention to their needs and differences in order to provide appropriate support. The children's needs will be defined by whether they are gifted, medically fragile, hyperactive, disabled, come from poor homes or have impairments (visual, hearing). Adults need to be knowledgeable about children's special needs. In the case of teachers, they need to consult with parents and develop strategies to help the child and make referrals. The following are important actions in order to deal with differences in learning:

- **Learn the history of a child**
Before admission, gain as much information about the child through the parent and medical records. Design templates to get information about children's abilities and performance. This information can be used to set up an appropriate learning environment.
- **Be attentive to daily performance**
It is a good idea to have a portfolio for each child in order to track their performance and growth at regular intervals. If a problem appears over time the records will provide details and will inform parent consultations and arrangements with referral services.
- **Adjust the learning content**
The child's needs will dictate the type of content that needs to be covered. Basic skills and values might need individual attention and more interactive sessions.
- **Use appropriate teaching approaches**
Special attention should be given to approaches that allow learning to be paced according to needs and interests. Modes of working such as paired and group work that is supported by encouragement will be helpful to children who are lacking in social integration skills.

Reflective practice

Children are complex beings. Adults who work with them especially those who are tasked with children's development in group situations (e.g. teachers, child minders) need to be highly effective. They need to develop themselves as reflective practitioners. This means that they should

- Understand effective practice with children in early childhood.
- Use child development and early learning evidence, their experiences and backgrounds of the children to support learning and development.
- Collect information that helps them to make decisions about their practice.
- Develop action plans to improve their practice.
- Challenge and change some practices.
- Update their professional knowledge and skills through networking, using electronic sources, going for trainings, undertaking new qualifications.

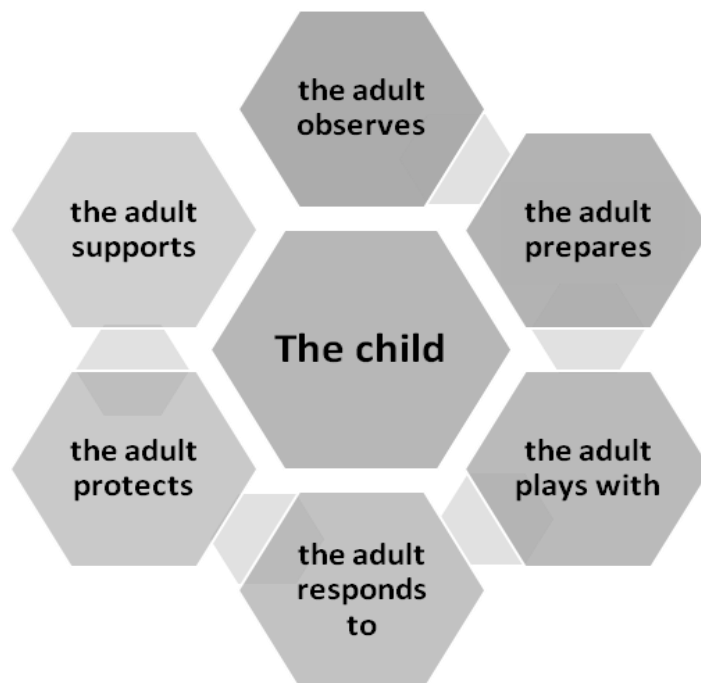


Figure 6 The Adult Facilitates Learning

Chapter 8 Setting up the Learning Environment of Opportunities for Each Child

An early learning environment consists of the space available, both inside and outside, where the children (both girls and boys in all areas) know where they can find different resources to play with and to learn from.

Each ECCE environment will have different sized spaces and resources for the children to learn. The standards for child-minding, day care, crèche and school facilities are set out in the relevant guidelines available as accompanying documents to the Early Learning Framework.

This chapter sets out the optimum environment for a group of children. The adults will adapt for smaller groups and younger or older children as well as for children with barriers to participation.

A learning environment of opportunities is created by keeping in mind the needs and interest of *all* babies, toddlers and young children. It allows babies, toddlers and young children to grow develop and learn irrespective of their race, class, gender, abilities and disabilities.

Adults will pay special attention to the

- Content they choose to offer to all children for inclusion and development.
- Atmosphere they create for each child to explore and to investigate in safety and security.
- Sense of equality that they create to show that all children are equally valued.
- Minimum standards for the learning environment as set out in the various policies and guidelines.

Babies, toddlers and young children explore their surroundings using their senses. In this way they learn about people, places and objects. They also increase their knowledge and skills as they become more confident. As a starting point they need a physical environment that is

- Suitable for their age and stage of development
- Healthy
- Safe and secure
- Spacious for exploration
- Well ventilated with adequate lighting
- Attractive and inviting.

Activities which can be set out indoors can also be set out outdoors in good weather. This gives children more space to work and to play and also gives them all more choice when supervision is difficult to maintain both indoors and outside at the same time

Adults should

- Make sure that the environment is safe and secure.
- Provide opportunities for babies, toddlers and children to use their senses, move and explore and investigate.
- Observe children, listen to them and offer suggestions and comments to encourage their play.
- Always be on duty to ensure that there are no accidents and that injuries are dealt with immediately if they occur.

The outdoor area should be available either at the ECCE programme itself (for example, at the day care centre or school) or in a nearby safe open space.

Using the space available

Every ECCE indoor and outdoor area is different. Each one will be arranged in a different way. If there is little space then the adult can

- Store the learning resources in boxes to bring out for exploration and play at different times during the day.
- Use the outdoor area in good weather for playing in learning spaces prepared with mats to sit upon. For Example, tree shade is important for learning spaces for sitting quietly and working (art activities, puzzles, construction, reading books and so on).
- Arrange those learning spaces which need to be permanently in place (for example, space for discussion, music and movement activities together).

Examples of areas to set, both indoors and outdoors depending on weather and space

1. Entrance and exit area (for all stages of the curriculum)

This is the indoor reception area for parents.

- Make it inviting. Have welcome posters in the 3 national languages and a bulletin board with information that helps parents understand what is happening during the week and the day
- Include simple information about babies, toddlers and young children's development, learning, feeding and toileting.
- Place some interesting items in it such as a mirror.
- Do not clutter the entrance area.

2. Feeding or meal/ snack area (for all relevant stages of the curriculum)

- It should be close to the area where the food is prepared
- It must be clean; neat with proper arrangements for feeding (e.g. lap feeding, high chairs).
- Keep in mind special feeding arrangements with children that have special needs.
- Rules for following hand washing should be posted to help staff and children with the proper procedure.
- Make feeding a pleasurable experience and feed babies on demand as they are hungry or thirsty.
- Make sure that there is always clean water to drink which can be independently used by children
- For toddlers and young children have spaces for them to eat with their friends.
- Soft music in the background helps to create a relaxed feeding atmosphere.

3. Nappy change and toileting area

- The nappy change area must be hygienic and close to a tap or source of water.
- Use nappy change time to talk to babies, sing and play special games with them.
For toddlers who are in between nappy and independent toilet routines, training should take place in a pleasant and stress free environment.
- All children need to know the steps for hygienic toileting routines.
- The space must be set up so children can follow hygiene routines independently when possible.

4. Sleeping or rest area (where relevant in the programme)

- Set aside an area for rest, relaxation and sleep.
- For babies use cots with good safety mechanisms. Do not clutter the cots with toys. As soon as the baby wakes up he/ she should be removed from this area.
- Make the sleep and rest areas easy for the children to follow the routines.
- Be mindful of the children's level of comfort.

Examples of areas to set, both indoors and outdoors depending on weather and space

- Use soft music to create a mood for rest.
- Older children can have a rest time by reading books or doing other quiet activities in a special area for quiet activities.

5. Floor play area for babies, toddlers and young children

- This is an area where the adult plays with the baby and where children can play, read stories, talk with the adult in the discussion times and do music and movement activities when the weather is rainy.
- Make this space different from the care giving space. Have a carpet, blanket or quilt on the floor.
- The space can be used for storytelling, reading books, working with puzzles, discussion, news, and music activities.

6. Spaces for work

- There must be space for children to work- tables and chairs to sit at in small groups to draw and paint, play with clay, play table games and puzzles, write and read and so on.
- **Construction areas** with equipment and tools such as
 - Blocks, commercially made resources, found materials such as packaging which can be used to construct;
 - Bricks, clay and straw (for sun dried bricks); plant based traditional building materials;
 - Woodworking area with soft woods, nails, hammers and saws
 - Paper, glue, scissors, small packaging for paper and box construction.
- **Visual art areas**, where children can choose to draw, paint, model with clay, cut and paste with all the resources (commercially made, found and made)
- **Performing arts areas** with music and movement equipment, such as musical instruments, materials and objects for dancing and trying out different movements, puppets and materials for making dramatic plays together.
- **Make believe, pretend or fantasy play areas** with all sorts of materials and equipment (found, or borrowed, made, or bought) that children can use to
 - Dress up
 - Play house
 - Play other roles such as doctor-doctor, shop-shop.
- **Quiet Learning and Development Areas such as**
 - **Reading area** with books, reading materials of all kinds (including newspapers, magazines, environmental print)
 - **Puzzles and board games area** where children can choose puzzles and games to play at tables, on small mats on the floor and so on

Examples of areas to set, both indoors and outdoors depending on weather and space

- **Mathematics area** where children can play with maths equipment to count, sort, categorise according to different qualities, measure, experiment with 2D and 3D shapes, find and make patterns and collect information about time and space
- **Science and discovery area** where children can explore and investigate aspects of their world and environment such as animals, fish, insects and spiders, plants, how things work
- **Technology area** where children can explore how machines work (taking apart old telephones, computers, typewriters, torches and any other machinery which is available to explore) and working with computers. This area includes woodwork using offcuts of soft wood, hammers, nails, saws. Although this may be perceived as an advanced activity, all young children love investigating how things work. They are given general procedures for safety (as in all activities) and demonstrations on how to use simple tools (screwdrivers, hammers)
- **An area for just sitting quietly and thinking, relaxing and watching** for the child who needs to rest and reflect alone upon his/ her own learning for a while.

7. Spaces outdoors for large muscle play (Gross motor)

- The outdoor area must first include the natural environment as a place for learning. The following are examples of what can be included to create more interest spaces outside for children of all ages:
 - Sand and water play spaces with digging, scooping, pouring and moulding equipment
 - Gardening area
 - Swings (tyre swings)
 - Climbing frames
 - Slides
 - Wheel toys – tricycles, wheel barrow
 - Tables for woodwork
 - Tunnels
 - Large toys to pull.

Chapter 9 Planning the Daily Programme

Adults should plan the day for all babies from birth, toddlers and young children by arranging

- the routines
- the activities

in the way which is best for the children. This is relevant whether the child is at home with the family or attending an ECCE programme or school. All routines and activities should be planned according to the developmental needs and the learning needs and interests of the children.

Key actions in the Planning Process

When planning high quality learning experiences for children at different stages from birth to 7 plus years, it is important to understand the key actions that guide the planning process.

- Decide on the objective/s of learning (choose one or two)
 - What do you want children to learn about themselves, about others and about their life world? (children's needs and interest)
 - The objective/s can be met by children participating in one or more learning opportunities from the same or different ELDAs in the Early Learning Framework (curriculum priorities)
 - Using both of the above, state the objective/s in measurable ways that can be flexibly applied in practice e.g. *Babies should be able to gain balance in a sitting position.*
- Decide on the resources that are available to support learning. Keep in mind the following:
 - materials and equipment for active learning
 - people that can support the purpose e.g. story tellers from community
 - community facilities that would allow for excursions
- Carry out the activities to meet the objective/s
 - watch for stepping stones towards the goal/s as children participate in activities
 - use a variety of approaches to help all children learn.
- Reflect on the outcome of the planning and practical implementation
 - the reflection exercise should be immediate, to the point and supportive.
 - examine what went well, what was problematic.
 - think about how to improve the area/s of concern.

Daily planning for children from birth to three years

Special attention should be paid when planning routines and activities for very young children. Babies and toddlers require more routine activities during the day (nappy changing, feeding and sleeping).

Routines

Routines take place when they are most required. Some children, for example, will need to be fed as soon as they arrive. Others might need a nap depending sleep routines at home, on their health or distance they travelled to get to the site.

Routines help to ensure the well being and sense of belonging of each child. When routines are predictable they help children feel safe and secure. Flexibility is very important but all children need to be informed of changes to their routines. Give explanations according to age and maturity when changes are made.

Adults must plan for both the routine and the learning **activities** in an integrated way. Routines should include learning activities from the six ELDAs, for example, Well being and Communication can be used to create caring and stimulating experiences for babies.

An example of routines and activities that make up the daily plan for babies

Some routines for each baby at different times of the day	ELDAs from which activities can be developed
• Welcome, greetings and settling into the day • Snack, meal preparation and feeding • Changing nappies /toileting • Changing babies clothes • Playing with babies indoors and outdoors • Moving from one activity to another and packing away and tidying up • Rest and sleep • Preparing to go home	• Well being • Identity and Belonging • Communication • Early Mathematics • Creativity • Knowledge and understanding of the world

An example of routines and activities that make up the daily plan for toddlers

Routine	ELDAs from which activities can be developed
• Welcome and greetings • Settling into the day (encourage toddlers to explore activities set out and experiment with things around them while the adult is busy welcoming other children and parents) • Health check – do a quick health check-up. Be mindful of childhood illnesses. • Tidy up the area, help toddlers wash their hands and check nappies • Have discussions/conversations • Check nappies and have a toilet training session for toddlers that are ready • Do outdoor activities • Wash hands and tell stories/ dabble in art/ sing songs and do movement • Toileting, lunch time and rest accompanied by communication activities • Packing away and tidying up followed by storytelling and book reading, while waiting for parents to collect children	• Wellbeing activities - learning about health, hygiene, safety, nutrition, and doing physical activities) • Identity and belonging activities - Working together and building confidence by working alone, with an adult, and with small and larger groups • Communication activities – speaking, listening, stories, reflecting using drawing tools, reading books • Early Mathematics activities -number, counting, patterns, solving problems, investigating shape, space and measuring. • Creativity – identifying and solving problems, action songs and rhymes, make believe, visual art activities, performing art activities • Knowledge and understanding of the world – technology, time and space and exploring the environment
• In a full day programme, rest is followed by: snack time, play activities, packing away, tidying up, storytelling and book reading while waiting for parents, family members to fetch children.	

Daily Planning for Crèche 1 and Crèche 2

Pre-schoolers begin to see themselves as learners at school. They form ideas about people, places and objects around them. Through their experiences they make pictures in their minds. These pictures help them to understand things, to test out ideas and to extend their learning. The daily planning must afford them a variety of experiences which are child-initiated, teacher directed and guided by teacher support.

An example of routines and activities that make up the half day daily plan for 3-5 year olds

Aspects of the timetable	What adults can do	ELDAs for integration
Arrival (30 minutes)	- Each child should be welcomed individually. - Have short conversations with parents, guardian - Praise children for displaying independent behaviours e.g. carrying their own bags. - Let them play with activities set out indoors or outdoors	Activities incorporating Wellbeing activities - learning about health, hygiene, safety, nutrition, and doing physical activities Identity and belonging activities - Working together and building confidence by working alone, with an adult, and with small and larger groups Communication activities – speaking, listening, stories, reflecting using drawing tools, reading books Early Mathematics activities -number, counting, patterns, solving problems, investigating shape, space and measuring. Creativity – identifying and solving problems, action songs and rhymes, make believe, visual art activities, performing art activities Knowledge and understanding of the world – technology, time and space and exploring the environment)
Whole class circle time (30 minutes)	- After registration let the children sit in a circle around the teacher. - Encourage children to greet in their home language and in other languages, - Allow children to share their personal news. - Complete the weather chart and calendar - Fill in birthday charts - Discuss the theme of interest (for the week...) - A health check can also be completed during this time.	
Choice time/small group activities (60 minutes)	- Different learning centres can be set up and children can choose which centres they would like to play in. - This session can also be used to do small group activity. The teacher can have one main small group to teach new concepts and supporting activities for other groups. Example of choice time/small group activities - Maths activity - Language activity - Creative activity - Knowledge and understanding activity – e.g. design and make (technology)	
Tidy-up Time (15 minutes)	Let children sing the tidy up song as they clean up. (could be teacher own composition)	
Toilet Time (15 minutes)	Be flexible in allowing children to visit the toilet.	

Aspects of the timetable	What adults can do	ELDAs for integration
	The toilet routine should help children learn turn taking, how to use the toilet and the washing of hands.	
Snack Time (30 minutes)	- Use this time to help children learn the cultural etiquettes of eating. - Where snacks are provided by the crèche/school allow children to take on the role of special helpers.	
Outdoor Play (1 hour)	- Encourage the children to play on or with equipment that is in the outdoor area - Allow them to make their own choices - Provide guided support when necessary	
Music Time/Movement Time /Dramatisation (30 minutes)	- Combine music and movement. - Let children sing songs or action rhymes. - Encourage dance and dramatisation	
Story Time (30 minutes)	- Use pictures, puppets and story books to tell stories. - Ask children to role play part of the story e.g. beginning, middle or end.	
Home Time (30 minutes)	- Greet the children - Remind them of exciting things that will happen the next day - Make sure children leave with the parent or someone that is responsible for their care.	

Daily Planning for P1 and P2

In Primary 1 and Primary 2 the children are making transitions to a formal learning environment. The timetable puts a greater focus on some ELDAs e.g. Communication and Language Development and Early Mathematics; Teacher- directed sessions are added to meet the more formal requirement of P1 and P2 curriculum.

Chapter 10 Planning the emotional environment

Children who have good feelings about themselves, about others; who know how to express their emotions and relate to others will be able to learn more easily and to develop effectively and happily towards a fulfilled adulthood. Without social and emotional skills children cannot learn as effectively and cannot make the most of their learning. A child who is afraid in the ECCE environment or at home cannot concentrate on learning.

Emotional skills help to manage and express feelings appropriately and social skills help us to relate to others. The skills include being able to be a friend, to negotiate needs and difficulties; to be assertive without being aggressive and to relate effectively with adults and children.

The emotional environment pays attention to children's feelings. The emotional environment takes into account

- The child's own identity and feeling of belonging.
- That babies, toddlers and young children respond to everything around them and adults need to be warm and responsive to each child's needs and interests.

A positive emotional environment will

- Help children to feel that they are accepted irrespective of their differences.
- Make children feel confident to explore with the understanding that adults will value their work.
- Encourage children to share their feelings and to grow in emotional and social maturity.
- Pay attention to how adults support children in feeling happy, secure and confident.

A positive emotional environment is built upon respect for each human being

When we practice respect, it means that we

- Practice our own **rights** to participate and to learn.
- Ensure **every other person's right** to participate and to learn.
- Practice our own **responsibilities** to participate and to learn.
- Ensure **every other person's responsibility** to participate and to learn.

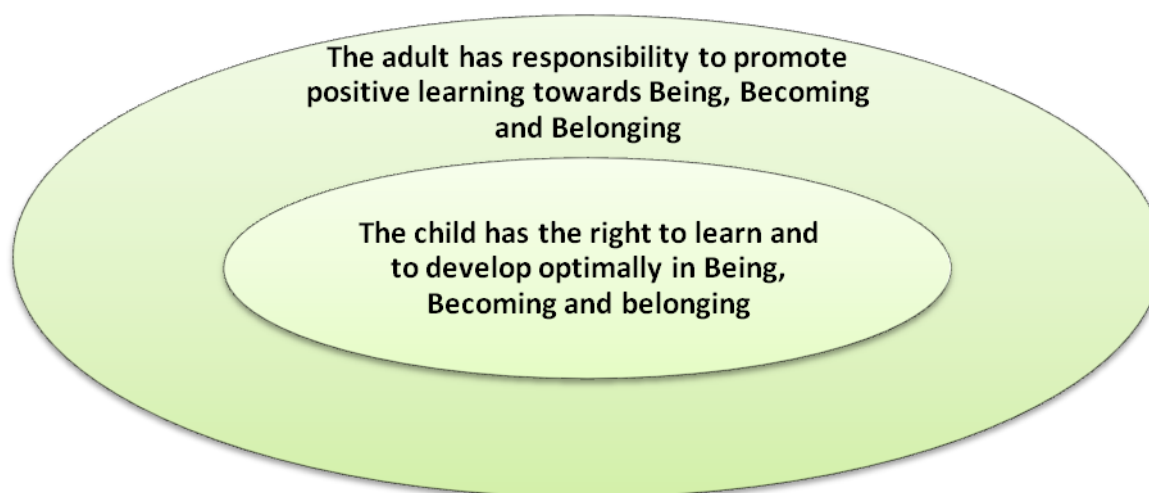


Figure 7 The Rights and Responsibilities of children and adults to Be, Become and Belong

Young children cannot ensure that their rights to learn, to participate effectively and happily are in place. This is so, even more with children who experience barriers to learning and to participation. Adults therefore, must support and protect their rights and ensure that opportunities are available to practice their rights and to gradually take responsibility as they grow and develop. The Charter of Children's Rights is central to ensuring respect for children's rights and for adult responsibilities (see Appendix 2).

The Charter identifies the rights of the child in each of the domains of development. The child's physical well-being, identity, sense of belonging to family and right to education are all protected. The charter also protects and promotes the child's right to an opinion, freedom of expression and freedom of thought. The emotional environment is founded in the rights of the child.

Pay attention to the following aspects of respectful behaviour to all by ensuring

- Mutual respect between adults and the children and between adults and adults
- Group behaviour with adults and children and when children are with peers
- Body language and verbal messages about race, gender, special needs and so on
- Treatment of children that is different
- Positive interactions with children
- Encouraging children to try things on their own (building a sense of independence)
- Positive guidance for and management of problem behaviours and conflict

Building Relationships

Adults play a most important part in creating high quality ECCE programmes by promoting strong connections. The key role of the adult is to build strong relationships with

- the babies, toddlers and young children in his/ her care
- the parents of the babies, toddlers and young children
- the support services for children and families offered by the Ministry of Education Health and Social Affairs and other relevant ministries and Citizens Engagement Platform Seychelles(CEPS)

To build strong relationships adults need to demonstrate their own behaviours as positive role models in an authentic way (children know when adults are inauthentic). They need to:-

- Be excited and passionate about working with children.
- See children as competent people who know and can do things.
- Show love and encourage mutual respect.
- Understand children's cultural backgrounds and experiences.
- Show willingness to trust children's attempts to make meaning.
- Be patient with children.
- Try out creative things to help children become confident learners.
- Be willing to teach and learn from children.
- Have a good sense of humour to create a happy environment.
- Work as partners with all parents of the children to promote excellent opportunities for development and learning.

The responsibilities of adults to demonstrate positive behaviour in all contexts are set out in all Chapters of this Framework.

Chapter 11 Guiding young children's behaviour

When adults lead the way and help children to learn how to behave appropriately then children can learn self-discipline. When adults guide children's behaviour they help them to manage their feelings, control their impulses, channel their aggression and frustrations in acceptable ways, solve problems and learn the difference between what is acceptable and unacceptable behaviour. Discipline is part of a guidance strategy that is used to help children to learn self-control and take responsibility for their actions. Children model adults' behaviour.

Types of guidance relevant for children from birth to end of 7 years

Children need guidance that is relevant / appropriate in two ways

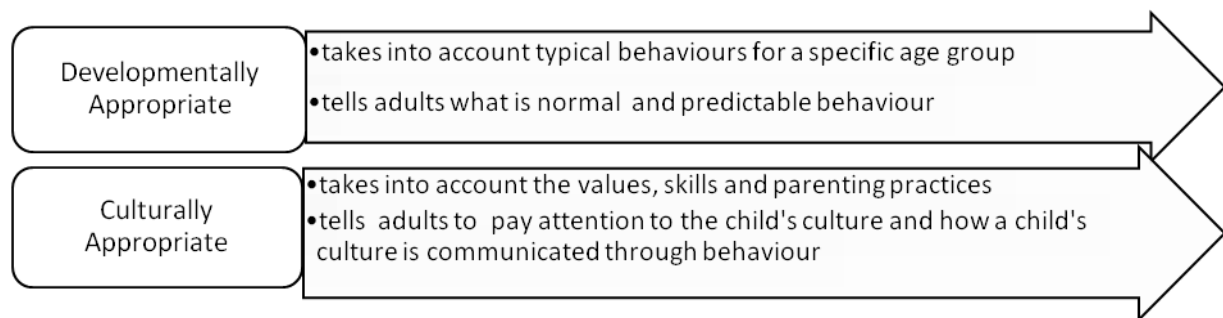


Figure 8 Types of Guidance

How to Guide Behaviour

The diagram below shows the types of interventions adults can use when guiding children's behaviour. This ranges from a hands-off approach to physically intervening to prevent injury or harm.

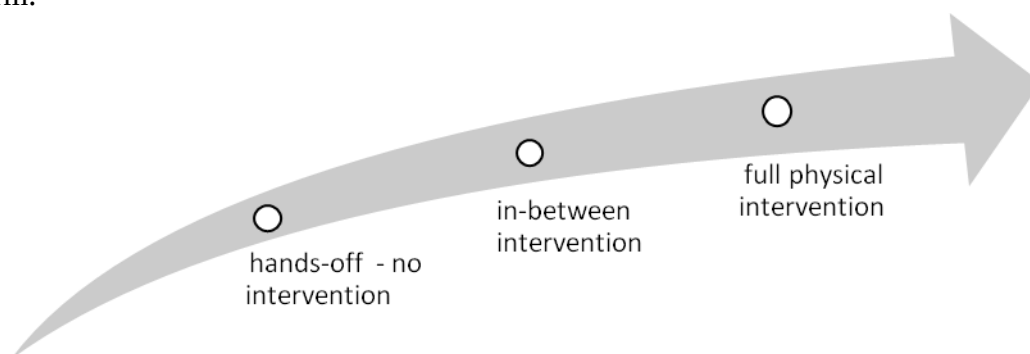


Figure 9 The Behaviour Guidance Continuum

There are ten ways in which adults can guide young children's behaviour. They are based on the behaviour continuum from hands-off ignoring of behaviour to full physical intervention. In the table that follows are some suggestions for techniques for guiding behaviour.

Technique	What it means	Example
Ignoring behaviour	The behaviour is of a less serious nature. It is not harmful but can be annoying. When the child realises that he will not gain adult attention he stops the behaviour.	When a child whines constantly it is best to ignore it (and to kindly show the child how to speak in acceptable tone of voice).
Active listening and “I” and “we” messages	The adult listens to the child’s words carefully, takes into account feelings and body language.	Child: <i>“I don’t like snack time.”</i> Adult: <i>“Why?”</i> Child is silent. Adult: <i>“Looks like you didn’t get the snack you wanted.”</i> Child: <i>“I really wanted to have some mango.”</i>
	“I” and “we” messages are when adults tell children how their actions affect others.	Adult: <i>“When you leave your toys lying about here you make it really hard for us all to go to the bathroom. Let us see how we can fix this problem together”</i>
Reinforcement	This is a process where a behaviour is followed by a consequence that will most likely make the behaviour be repeated.	When a child places the toys in the correct place, he/she is praised. The child is most likely to continue placing the toys in the correct place.
Redirecting and distraction	The adult changes the child’s activity to one that is more acceptable. The adult reads the intention of the child and channels energies in the correct direction.	When children jostle for places in a line the adult begins a queue of cars clearly stating the need to be one behind the other.
Giving children choices	The adult offers children choices so that they can practice self - direction, independence and self -discipline.	Adult: <i>“Linda, I see that you cannot find a space in the fantasy area. I see that there are plenty of puzzles in the mat area and some space in the art corner. Where would you like to go while you wait for your turn in the fantasy area?”</i>
Setting limits	Boundaries are set to help children so that they will know how to behave in different situations. They help to prevent injury to self and others. Boundaries as limit setters also prevent wilful destruction of things or property.	Adult: <i>“Ben, could you please come out of the corner. You may finish your work by sitting next to Sheila or next to me but not in the corner.”</i> Adult: <i>“I know you want to play with the doll again but it is Rani’s turn as we agreed together, and Teacher Helen and I both said it is Rani’s turn.”</i>

Technique	What it means	Example
Active problem solving	Helps children in dealing with differences and working together in pairs and groups to solve problems.	Adults using open-ended questions e.g. <i>What can you do to...?</i> <i>How will she feel if you...?</i> <i>When can you...?</i> <i>What will happen if...?</i>
Natural and logical sequences	Helps children to take responsibility for themselves. They come to understand that their actions have consequences.	Adult: "Take off your shoes so that you can sit in the mat area." Adult: "When you have washed your hands, you can come and choose a book to read."
Time out	Removing the child from an activity might be the best option to help his/ her to gain control and cool down. The child gets a chance to stop participating and to gain self - control.	Adult: "You may come back to the reading corner when you stop throwing the books at other children. For now come to the quiet corner and choose something to play with quietly there."
Physical intervention	The adult physically intervenes to prevent the child from hurting self and others. The child is also prevented from damaging things or property.	Adult: "Antoinette, stop hitting Krishna. You are hurting him. Please come over here so that we can talk about how to play nicely with Krishna."

Figure 10 Techniques for Guiding Behaviour

Corporal punishment

The Constitution of the Republic of Seychelles states

Article 16. Right to dignity

Every person has a right to be treated with dignity worthy of a human being and not to be subjected to torture, cruel, inhuman or degrading treatment or punishment.

Adults are responsible for guiding children's behaviour in an appropriate way. Corporal punishment is not recommended since it teaches that

- The child is not accorded the right to dignity enshrined in the Constitution
- Violence is learned as a way of resolving problems. Violent behaviours then seep into society.

Chapter 12 Managing Change and Transitions

Our lives are full of change. A transition is a time between one stage or activity and the next. It is the time when the child (or adult) moves across from a familiar stage or activity to another, less familiar stage or activity.

- **Change** is something which occurs at the beginning of a new situation (for example, going to Crèche 1 for the first time or finishing an activity and moving to another).
- **Transition** is our emotional and social response to the change.

Transitions occur throughout life. In early childhood major transitions occur, when changes happen in the child's life for example, strife, illness, death; divorce in the family, moving house and when children move between home and early childhood programmes

- *the home and the child minding service before the child is three years old*
- *the childcare service to the crèche after the child turns three years old*
- *Primary 1 when the child turns six*
- *Primary 2 when the child turns seven, for example, between playing outside and coming inside to get ready for the next lesson / activity.*

Transitions can be emotional for the child. Below is a diagram showing the stages of emotion we can go through, child or adult, when confronted by change. Some children will not go through any of these stages. Some might go through one or two stages. Some may swing back and forth between stages, depending upon the effect the change might have upon the emotions of the person.



Figure 11 Emotions which children may experience during times of change
(Adapted from Kubler Ross 1969)

Managing Transitions

Managing transitions means that the child needs to develop a strong sense of resilience. The adults and family also need to prepare the children for change. The building and maintaining of resilience is dealt with in the ELDA Identity and Belonging.

Dealing with change and ensuring that transitions are calm and accepted requires an understanding of the change process. There are three stages in Lewin's model of change management (NHS no date).

- a. **The frozen stage** is frozen and hard as ice. When we are in this stage, any idea of change will cause feelings of discomfort and fear, even if the change may be good.
- b. **The unfreezing stage** enables us to 'melt' our resistance and to come to terms with the need for the change. This can take a long time and may not be simple or pleasant for the child, the parent, families and the ECCE caregiver.
- c. **The re-freeze stage** occurs when everyone, and especially the child, has accepted the change and can deal with it effectively.
- d. **A new situation occurs where change needs to take place, so the change management process is a life skill of great importance to all people at all stages.**

Communication about the proposed change is vital at each stage if children and adults are to understand and support it.

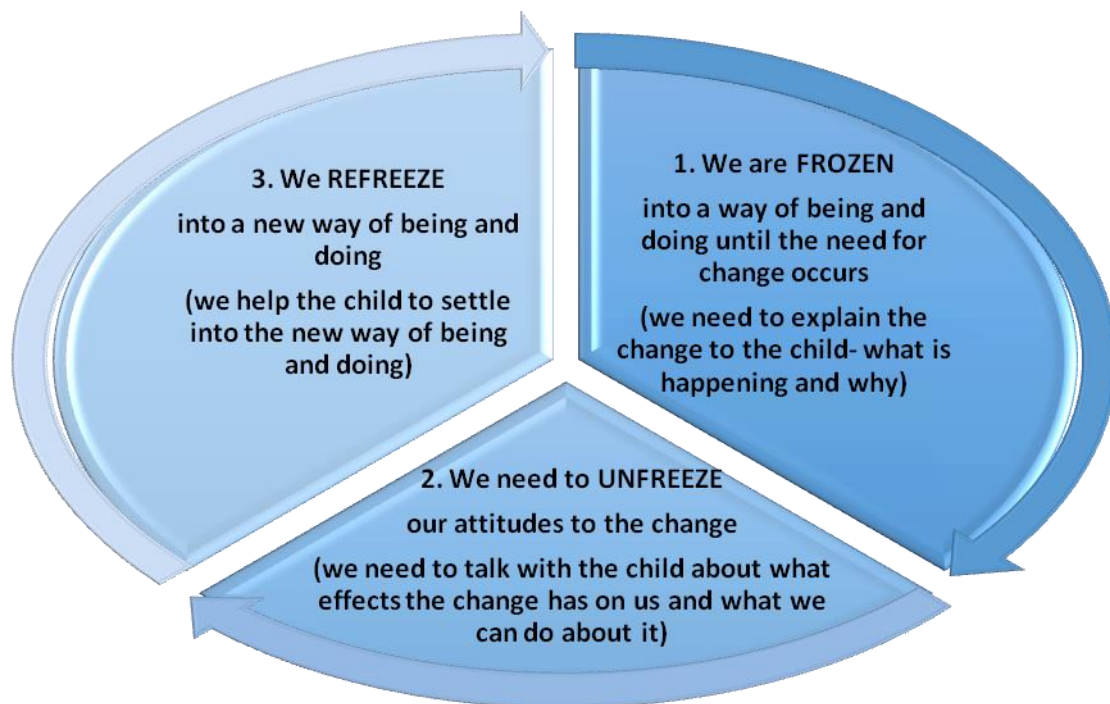


Figure 12 Lewin's Theory of Change Management
(Adapted from NHS no date and Changing Minds, no date).

Helping children and adults to cope with Change and Transitions

Work with children from birth, families, ECCE programme and school and encourage family participation in children's learning and their needs for well-being. Ensure that all transition activities are fun and that there

- is a warm welcome from the adult each day
- is an informal focus upon the well-being of the child (not a formal inspection!)
- is a child friendly environment with learning spaces and resources
- are welcoming and inviting classroom learning spaces to explore
- is lots of time to freely explore, play and learn new and interesting things
- is a teaching methodology based in play, exploration, freedom to learn
- is free interaction between teacher and children, and child to child
- is flexibility of activity according to the needs and interest of the children
- are opportunities for independent decision making and problem - solving activities
- are opportunities for participation of all children regardless of interest and ability, language and culture

Transitions also include moving from one activity to another

- Prepare babies, toddlers and young children for the end of an activity and the beginning of a new one.
- Explain what will happen in the activity by introducing it, gaining the child's or children's interest and showing and modelling the steps which they will follow.
- When the activity is about to end, prepare the children for this by telling them
 - that the activity is nearly over
 - the steps that you and the children will take to complete the activity, to clear away and to get ready for the following activity
 - what the next activity will be
- Encourage the children to ask questions about the transition and the following activities and engage them in discussion about the process and the reasons for transitions.
- Help children to enjoy transition times with songs, rhymes, stories and actions
- Keep calm with a sense of humour and be prepared.

Assessment is a continuous planned process of identifying, gathering and interpreting information about the development and learning of babies, toddlers and young children.

1. **Identifying** the state of wellness, development and learning of each child.
2. **Recording information** for each child.
3. **Interpreting the information** to enhance their development and learning through planned activities.
4. **Reporting on and discussing** each child's needs and interests with the parents to understand and thereby assist the development, learning and special needs of the child.

Assessment is carried out in the same way throughout the ECCE years.

- Assessment is always *formative* at this stage of the child's life.
- The child cannot 'pass' or 'fail'. He/ she develops, grows and learns.



Figure 13 The Assessment Process

The Purpose of Assessment

Assessment in the early years is linked with the Seychelles National Assessment Framework 2013.

Assessment in the early years is of the whole child. Adults working in ECCE programmes assess the developmental and learning needs, the interests of each baby, toddler and young child in their care, so that they can plan activities to enrich each child's development and learning, working closely with the families of the children.

The purpose of assessment is to support and encourage development; learning in babies, toddlers and young children, so as to assess their needs in all aspects of their lives.

This means that assessment is important for deciding what the child's needs and interests are **at that present moment**, so that further activities **can be planned immediately** in time to work with the child to enrich his/ her development and interests.

Children with Special Developmental and Learning Needs

Children may experience barriers to learning and participation which are both extrinsic and intrinsic (see Chapter 4: Inclusion and Special Education Needs). The adult assesses the special needs of children, with developmental and learning disabilities to offer appropriate activities and solutions in the daily programme. Referral to specialist services is made after discussion with parents and colleagues. **Children with special needs are assessed using the same guidelines for all children.**

Where does assessment take place in the early years?

Each child has at least two experiences:

- The home experience
- The experiences in the ECCE programme.

Parents and ECCE personnel need to ensure that these two sets of experiences link together to form a seamless transition for each child between home and school. They do this by working very closely together (see Chapters 4, 5 and 6).

Steps to take in Assessing Children's Developmental Needs and Learning Interests

Step 1 Preparing for Ongoing Assessment

Assessment in these early years is informal and is carried out every day for each child.

Observe children in an ongoing and planned way, during their daily routines, structured and free play activities. Observation means watching and listening carefully to each young child each day.

Assessment is based on the six Early Learning and Development Areas. Each ELDA has a set of guiding **Competences** and a set of possible **Watch Points** to alert the teacher and the parents to possible challenges that the child may face (see Chapter 14). Adults use these suggestions, as the basis for their observations of each child.

Prepare for assessment by organising

- A note book to keep close by, in which dated notes can be jotted down about each child, during the day on important milestones and challenges that the child faces. The notes provide valuable information for the intervention as necessary.
- A file for each child into which to transfer dated notes and to store all the information about the child (application form, copies of reports to parents, notes on discussions with parents and so on). From crèche to P2, the system is more formalized.

Step 2 Generating and Collecting Evidence of Achievement

The staff member needs to plan effectively for each child's needs and interests, so that he/ she can discuss these needs and interests and plans with the parents of each child.

Observe each child's actions and behaviour each day.

- Look at his/ her actions, to see the skills he/ she is developing
- Listen to the sounds that the child makes
- Use the senses of smell and touch to observe illness in the child (for example, the smell of the child's breath, faeces, temperature, dryness, sweating)

- Make notes on your observations. Written evidence is very important. This is especially so with health and safety, which are governed by law (that is evidence of injuries, accidents, illness and steps taken to deal with these).

Step 3 Evaluating the Evidence

The parent and the ECCE staff member decide what information is important, for making decisions about the child's developmental needs and learning interests. (This is carried out in the knowledge of general guidelines for development in each of the ELDA's).

Step 4 Recording the Findings

The parent and the ECCE staff members remember the key information about the child's development and learning. The ECCE staff member records this in writing first in his/ her observation notes each day and then more formally in the reports of the child's progress and learning needs.

In these early years, NO marks or percentages are given to any child. All assessment is made in terms of comments. The comments are as follows:

The child’s learning needs in each ELDA	The child’s own learning interests
One of the following for each outcome in the ELDA	The child is interested in.....
The child is beginning to.....	
The child is moving on in this area.	
The child is advancing further in this area.	
The child is ready to go to the next level.	
The particular needs and interests of the child at present in this ELDA are..... (Make a list)	
We need to work together to give opportunities each day for the child to..... (Make a list of activities for ECCE staff and parents to do together at home and in the ECCE programme).	

Figure 14 Format for Assessment Reporting

Step 5 Discussing the Findings

Reporting is a process of communicating the child's development, learning status and needs to parents, schools, and other stakeholders. Reporting starts with written descriptions of the child's development and learning.

Discussions are based on the written evidence that is collected in the observation records. There is always a written report to the parents and colleagues.

Chapter 14 ECCE Programme Evaluation

Assessment is carried out for each individual child. Assessment notes the assets and needs of each child in a holistic and integrated way. All of the assessments together, of all the children form the basis for programme evaluation and its ability to meet the needs of children in as high a quality manner as possible.

Evaluation investigates the **fitness for purpose** of each aspect of the ECCE programme and how each aspect meets the needs of:-

- All of the children.
- The families who use the programme.
- The country as a whole.

Systemic Evaluation

Evaluation should be carried out within, or for each specific ECCE programme at least once a year, using an agreed-upon national system. This can be done internally and results fed into the local system of support and monitoring.

The entire ECCE system should be evaluated periodically at national level. The Ministry of Education is the lead Ministry for ECCE, in partnership with the MoH, (from conception to three months and for primary health care thereafter) and the MoSA (for issues of community and social welfare).

Systemic evaluation of the ECCE programme as a whole investigates the **fitness for purpose** of each aspect of the ECCE service in Seychelles. The MoH and the MoSA will collaborate with the MoE and take the lead in their specific areas in conjunction with the integrated approach to ECCE.

Evaluation is Quantitative and Qualitative

- **Quantitative Evaluation gathers information about:-**
 - How many? (How many children? How many meetings with parents?)
 - How much? (How much time? How much space?)Quantitative evaluation is fed into the Education Management of Information System (EMIS) and requires a format devised for this purpose.
- **Qualitative Evaluation gathers information about:-**
 - How well children develop?
 - How well children learn?
 - What children learn?
 - What developmental needs children face?Qualitative evaluation data collection tools are devised nationally, so that information feeds national policies and strategic plans for teacher education; support and work with parents and families and their children.

Evaluation is on-going and includes:-

- Daily assessment of safety, security, health and nutrition within the ECCE programme.
- Monthly or quarterly assessment of the delivery of learning opportunities in all ELDAs.

Evaluation can be carried out using the following broad guidelines:

Early Learning and Development Area	Programme Strengths	Programme Weaknesses	Action to take	By whom By when	Reporting to... On...(date)
For example ELDA 1: Well being					(signed)
Nutrition					
Health and hygiene					
Safety and security					
Physical development					

Figure 15 A Format for evaluating ECCE programmes

Evaluation reports are made and given to all key role players, including

- The Management Committee at each meeting (as a standing item on the agenda)
- Parents at general parent meetings each quarter
- Government ministries and organisations and individuals who contribute to the ECCE programme in any way.

Evaluation reports are gathered and consolidated into the local and national reporting systems for overall evaluation of the ECCE system and its needs.

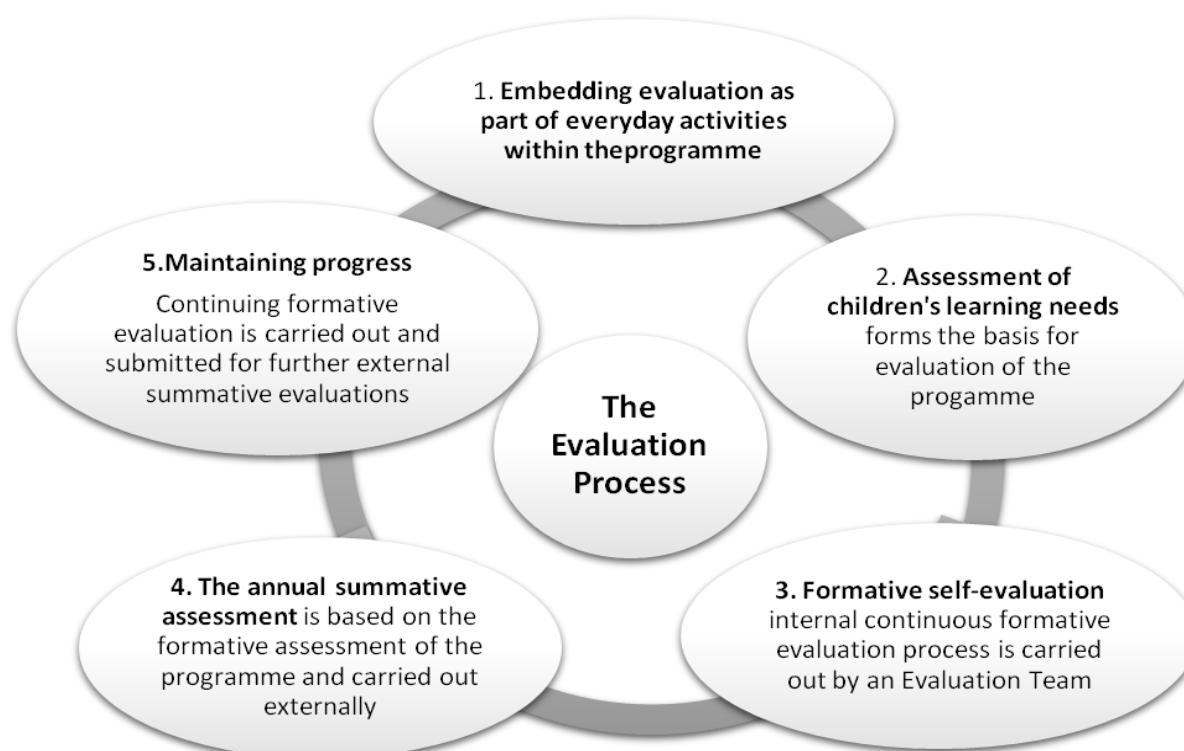


Figure 16 The ongoing process of evaluating the ECCE programme

Chapter 15 The Early Learning and Development Areas (ELDAs) and their Outcomes

The Early Learning Framework consists of six ELDAs, embedded in the vision, mission, principles and values and are closely related to the Essential Learning Areas of the National Curriculum Framework (2013) and the goals of the ECCE Framework (2011). (see Figure 1).

The ELDAs provide a comprehensive framework for learning and teaching in the early years from conception (learning and teaching for parents in ante- and post-natal settings), through to the end of Primary 2 in state schools. They establish the foundations for life-long learning.

Seychelles National Curriculum Framework	Conception to 3 months	Child minding and Care Services (0-3 years/ 3 months)	Crèche 1- 2 (4-5 year olds)	P1 and P2 (6-7 year olds)	P3 onwards (8+ year olds)
9 Essential Learning Areas (ELA's)	Early Learning and Development Areas (ELDAs) for <u>ALL</u> children. Integrated and DESIGNED TO MEET THE NEEDS OF EACH CHILD IN EACH STAGE				9 Essential Learning Areas ELAs
Health and Physical Education	Well being				Health and Physical Education
Personal, Social and Citizenship Education	Identity and Belonging				Personal, Social and Citizenship Education
Languages	Communication and Language Development				Languages
Mathematics	Early Mathematics				Mathematics
The Arts	Creative Arts				The Arts
Sciences Social Sciences Information and Communication Technology Technical and Vocational Education	Knowledge and Understanding of the World				Sciences Social Sciences Information and Communication Technology Technical and Vocational Education

Figure 17 The Seamless Approach to the Early Learning Framework and the NCF

The ELDA's are described in this chapter and set out to

- Define the ELDA and to explain its importance.
- Describe the outcomes for the ELDA.
- Identify Watch Points to act upon for individual babies, toddlers and young children at risk (see Chapter 4).

A watch Point is an aspect of the child's learning and development in the ELDA which requires special attention. The adult will observe these Watch Points in his/her continuing observations of each child. Watch Points may be

- a Transitory or brief for example, the child has a cold in her nose, or does not feel like playing at this time and would rather sit quietly. If this persists for more than an hour, inform the parents.
- b Over some days for example, the child may be sickening for a fever or illness or feel stressed because of some occurrence in her life. The teacher should discuss this with the parents, so that the child can be observed at home and at school and medical help sought if required
- c Over a length of time which may show a developmental delay or spurt (both learning disabilities and giftedness can cause behavioural concerns).

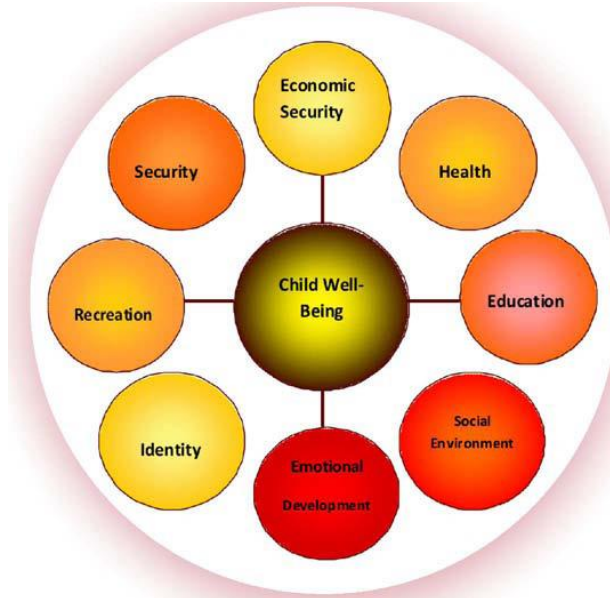
In all cases, the adults in the ECCE programme should keep a record of the date and time with a description of the child's behaviour, for the parents and for any specialist help which may be required.

In this chapter, each ELDA is set out to show the outcomes and suggested opportunities for children to participate in to promote the outcomes.

Definition and importance of Well-being

The Seychelles Model of Child Well-Being is based on the whole child perspective. It recognizes the child as an active participant in his own environment and development. It incorporates domains of health or physical well-being, education or cognitive development, economic security or economic well-being, social and emotional development, and or psychological well-being (Hanafin and Brooks; 2005)

Child Well-Being: The Seychelles Model (Project Child Well Being, 2008)



Maintaining a healthy and active lifestyle is crucial for the well-being of individuals, communities and societies. This area of the National Curriculum Framework (2013) focuses on the development of positive attitudes towards good health and well-being, skills in enjoyable physical activities including collaborative play and team work, and sound knowledge of health and physical activity concepts that can guide informed decisions. It also explores the importance of physical education and sports in promoting inclusion (especially in relation to gender and persons with disabilities) and peace.

Health and physical education also recognizes the inter-linkages of the

physical, emotional, psychological, social and spiritual dimensions of health and well-being. Issues related to diet, food and nutrition, food production, and sustainable living, are also very important aspects of this learning area.

Wellbeing is the primary ELDA because without it, children cannot learn optimally. They need a strong sense of wellbeing to be able to play actively and to explore and to participate. To develop a strong sense of wellbeing, children should, as of conception:-

- Enjoy good health.
- Live in a safe and secure environment.
- Be well-nourished.
- Develop abilities and interest in physical activities.
- Enjoy their rights to good health and gradually learn to carry out their responsibilities towards their own health, the health of others and of their environment.

Well-being is very important because when children are healthy, physically active and well-nourished, they are then motivated to learn. They can grasp all opportunities offered to them for active learning.

Children with disabilities and special needs have the right to receive attention to enable them to develop and learn to their greatest potential.

Adults need to provide opportunities for young children to learn about

- Their rights and responsibilities as they grow.

- Health and safety through regular basic routines, including meal times with nutritious food and routines for hygiene, safety and security, as well as discussions about these issues.
- Their bodies and their abilities to move and to manipulate tools.
- Promote children's independence and resilience, by encouraging them to make choices and decisions.

Outcomes of Well-being

Outcomes for the ELDA Wellbeing are integrated into routines and activities.

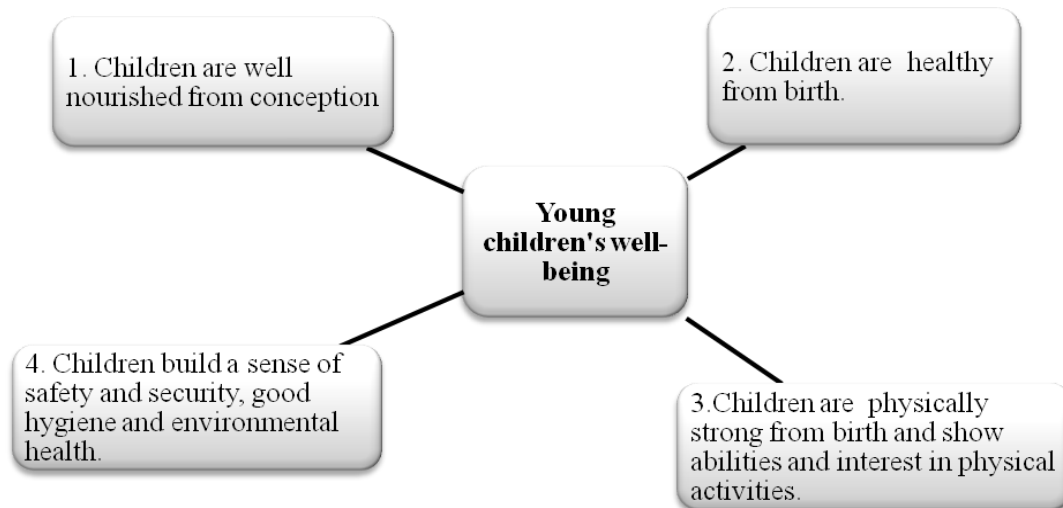


Figure 18 Outcomes for the ELDA ‘Well-being’

Including children with special educational needs in well-being activities

Adults who take care for the child (parents, families, professional ECCE services, carers and teachers) should work together to ensure that the child enjoys an optimal level of well-being.

Watch Points to act upon for individual babies, toddlers and young children at risk of:-

a. Nutrition challenges of malnourishment and undernourishment

Although undernourishment is not common in Seychelles, it is important to recognise its causes, and these are, chronic conditions; lack of nutritious food; infestation with intestinal worms; lack of appetite; and child neglect. The child will manifest cluster of symptoms which can include, swelling of the feet; distended abdomen; thinning hair; loss of teeth; and skin rashes.

Signs of **Malnourishment** can include:

- **Obesity**
 - High body mass index according to clinic card evidence (consult parents and refer to clinic).
 - Stunting (inappropriate height for age)
 - Wasting (inappropriate weight for age)

- **Illness**
 - Lack of appetite as a sign and symptom of illness.
 - Vomiting and diarrhoea, (several watery stools within an hour, or if there is blood in the faeces) immediately contact medical help, give boiled cool water with a little salt and sugar added in small regular doses, and ensure the child continues to eat regularly.
 - Temperature with vomiting and diarrhoea.
 - Great thirst or inability to drink.
 - Lethargy

- **Health and Hygiene Challenges**
 - Immunisation is up to date (see clinic card).
 - Healthy tooth development –no decayed teeth.
 - Awareness and demonstration of hygienic practices, such as, hand washing, nose blowing, toileting routines.
 - Does the child live in a hygienic and healthy environment at home?

- b. Safety and Security Challenges**
 - Signs of physical or sexual abuse.
 - Signs of emotional abuse.
 - Signs of neglect.
 - The child not noticing burns or injuries on herself, (not talking about them).
 - Inability of the older child to make judgements about safety, (for example not noticing traffic). This may be a sign of a sensory (hearing, seeing) disability, or a learning disability. Keep detailed records of the incidents.

- c. Physical Development Delays and Conditions**
 - Lack of muscle tone, (floppy limbs).
 - Difficulty in using a limb.
 - Difficulty in sitting, crawling, standing walking and running.
 - Experiencing pain when moving.
 - Clumsiness
 - No interest in large muscle activities.
 - No interest in small muscles activities.
 - Inability to stand on one leg, (balance) later on. (about age 4-5)

ELDA 2 Identity and Belonging

Definition and importance of Identity and Belonging

Identity and belonging, is about young children feeling positive about themselves, and feeling that they are a valued part of their families and communities. Adults need to pay attention to their personal, social, cultural and spiritual development.

In a multicultural society like Seychelles, the focus on identity and belonging in early childhood is an important starting point to build confident citizens, who are comfortable with diversity.

From the time children are born, they develop awareness of who they are. The relationships they form with their parents and those around them help to build their identities and develop their sense of belonging.

Attention needs to be paid to their behaviour, how they understand themselves and others in their environment.

When a child feels a sense of belonging, there are secure relations with a specific group of people. It is through responsive caring, love, support and encouragement, that young children come to value who they are.

When the child's family, language and culture are valued, the child grows in confidence in her/his abilities to know and do things. When they are exposed to celebrating differences, then they grow in their understanding of themselves, as people in relationships.

Children's, exposure to moral and spiritual values, is important for the development of their identities. Adults therefore, need to serve as good role models. They should alert children to behaviour that is disrespectful of cultural and spiritual differences.

Outcomes

There are six outcomes to be met for the development of Identity and Belonging.

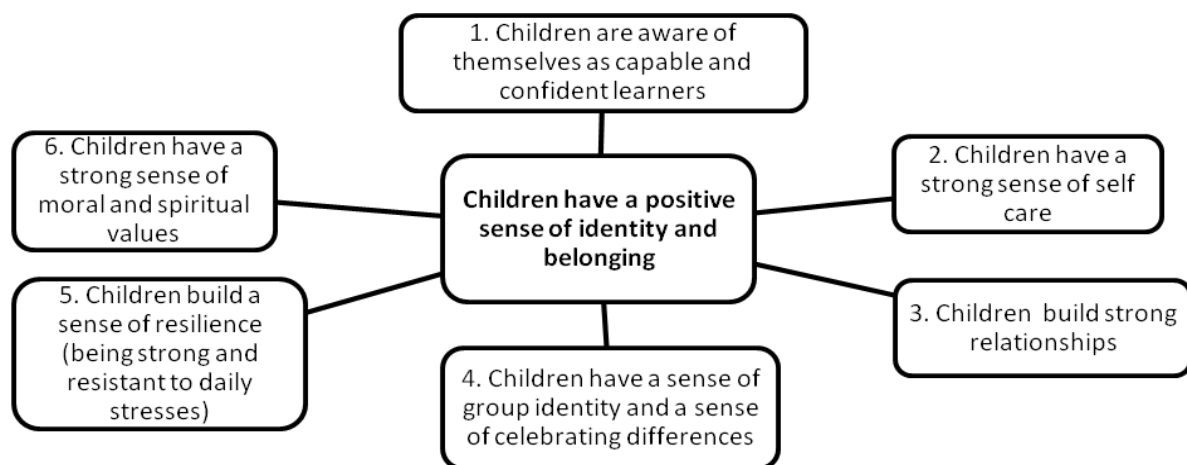


Figure 19 Outcomes for the ELDA 'Identity and Belonging'

Including children with special educational needs in identity and belonging activities

Adults, who are in touch with the child (parents, families, professional ECCE services, carers and teachers) work together to ensure that the child is able to develop a strong and positive sense of identity and belonging from birth.

Watch Points to act upon for babies, toddlers and young children at risk

It is important to note some babies, toddlers and young children might display the behaviours, below without being at risk. Therefore, all care givers should be very careful, when using the statements and where labelling a child is concerned.

Watch out for persistent occurrences of:-

- Constant crying and fussing - not related to a physical cause such as illness or injury.
- Poor verbal and non-verbal communication skills.
- Child abuse and /or neglect.
- Living in a dysfunctional family environments, poor parental supervision and anti-social behaviour.
- Child stress caused by domestic violence, separation from primary caregivers, illness, arrival of a new baby and death in the family.
- Fearfulness and anxiety.
- Communication problems, unable to share ideas because of emotional difficulties.
- Shyness, unwillingness to respond to others.
- Poor interpersonal skills; hurts others deliberately, aggressive and has difficulty in listening to corrective feedback.
- Poor handling of conflict; reacts with repeated tantrums.
- willfully destroys own belongings and those of others.
- Difficulty in cooperation skills; sharing toys and other resources with peers
- Lack of concern for others feelings.
- Difficulty asking for help or information.
- Poor social integration skills; does not want to play with children that are different from themselves.
- Isolate herself/ himself - keeps away from activities which involve integration of peers from different cultures, gender, abilities etc.
- Biased behaviour - racist remarks, extreme gender bias, bullying, and aggression towards those others.

Definition and Importance of Communication and Language Development

Seychelles has three National Languages – Creole the mother tongue, English and French, two major world languages. These languages offer rich opportunities for learning, about ourselves, as well as about others and the world around us. Proficiency in Creole, English and French should enable children and young people to make connections with different people, appreciate their diverse cultures and learn to become global citizens. Therefore, this Early Learning Development Area (ELDA) of which language is the most vital component should be used to develop concepts in all the other ELDAs.

Communication is one of the most important methods for learning.

Children are born communicating. New-born babies communicate their needs by crying, and adults listen, interpret the sound of the crying to mean different needs (fear, hunger, pain, tiredness) and respond. Immediate responses to their crying by the adults build trust and a feeling of belonging in the new-born baby.

Communication is very important for:-

- Building a strong sense of well-being, being, belonging and becoming (identity and belonging).
- Exploring and making meaning of mathematics in the world.
- Building creative and problem-solving processes.
- Acquiring knowledge and understanding of the world.

Children are social beings who love to share their thoughts, feelings and experiences. They do this through communicating, which involves gestures, body language, talking, listening, thinking and understanding. We all make meaning of our experiences through communication.

Both verbal and non-verbal communication (and assisted technology for children with special communication needs, such as hearing aids and cochlear implants, Braille as well as assisted Technology) is extremely important.

Verbal communication consists of words (new words are learned every moment of the day), phrases, sentences, paragraphs and stories and eventually, arguments and debates.

Non-verbal communication includes dance, music, art, pictures, signing, body movement, and creative play. All of these are used to share and reflect upon experiences, and to explore the world and new ideas.

Therefore, communication is enhanced not only by physical activities, visual and performance arts and quiet reflection, but also through language and mathematics activities.

Understanding of the world grows as children's communication becomes more developed and complex.

Most children learn to communicate through language by first listening and observing, feeling and sensing, and then experimenting with speaking words and phrases. Adults

demonstrate language in everything they say and enunciate (vocalise). Babies listen and watch lip movement and expressions.

Children, who receive a firm grounding in their mother tongue, are better able to learn new ideas and words. They use this language to develop their sense of identity and conceptual development.

Young children learn to communicate by:-

- Listening to the sounds of the world and to other human beings, and especially adults. They hear the sounds and their rhythm: (high and low, soft and loud, slow and fast, sweet and harsh). They begin to make meaning of the sounds – they interpret and make sense out of them.
- Speaking by making meaningful sounds to others as new-born babies (crying for hunger, cold, wetness), then babies (gurgling, laughing, crying, imitating sounds), as toddlers (saying and trying out words and sentences) and as young children (speaking in sentences). They copy the sounds, then the words and sentences. They also copy the way in which the words and sentences are spoken, for example, spoken gently or loudly.
- 'Reading' and making meaning of other people's language, tone of voice and body language. Later on, toddlers and young children may see that drawings and written symbols have meaning too. They will talk about their own drawings and tell what they see in pictures and other children's drawings
- 'Writing' involving drawing, and making marks which helps toddlers and young children to make meaning of their new experiences. Gradually children may recognise formal writing such as their own names. However, In the early stages of learning of a child pre writing and reading skills. Formal writing begins in Primary 1. The role of the ECCD practitioner is to promote communication in all its forms from birth.

Children's rights form the basis for all types of communication: the right to be heard, the right to speak and the right to communicate in the mother tongue.

Children with disabilities and special needs, have the right to receive attention to enable them to develop, to communicate and to learn to their greatest potential

In order to be good communicators, adults need to listen to children, interpret what they are communicating and respond by using normal language rather than 'baby talk'. Adults should model good communication. This helps children to strengthen their communication skills through imitation.

Adults need to be aware of their body language, messages, expressions, movements as well as behaviours they give to young children.

Outcomes of Communication and Language Development integrated into routines and activities

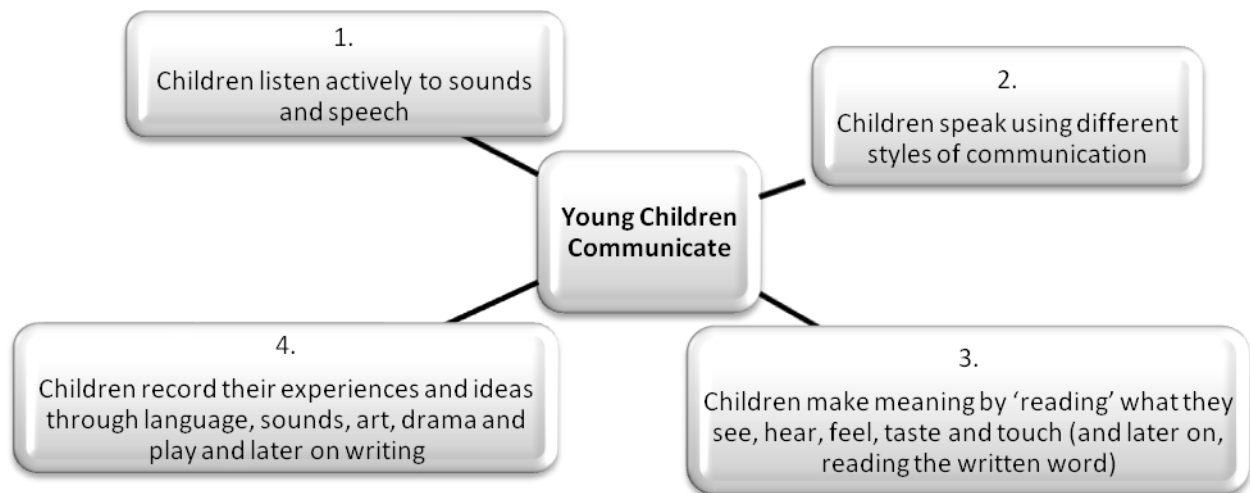


Figure 20 Outcomes for the ELDA ‘Communication and Language Development’

Including children with special educational needs in communication activities

Adults who are in contact with the child (parents, families, professional ECCE services, carers and teachers) should work together to ensure that the child is able to communicate optimally from birth.

Watch Points to act upon for individual babies, toddlers and young children at risk of

a. Hearing Loss

- Is unable to respond to loud sounds from birth.
- Is unable to turn head or notice when sounds are made nearby.
- Is unable to respond by mimicking sounds.
- Listens to the TV or radio at higher volumes than other children.
- Asks repeatedly to have instructions repeated.
- Is easily distracted or bothered by background noise.
- Has difficulty telling the difference between sounds.
- Has trouble paying attention.
- Shows behaviour problems – ‘not listening’.
- Complains of difficulty of hearing or blocked ears.
- Suffers from earache as a result of illness or blockages.
- Responds inappropriately to questions.
- Is attentive only when people speak loudly.
- Watches the speaker’s face closely to figure out what the person is saying.
- Turns his/her head to face the sound source.
- Talks in too soft or loud a voice.

b. Speech Delay or Disorders

A child with a speech disorder, has trouble producing sounds for example, lisping and stuttering, certain sounds. He/she has difficulty understanding or putting words together to express ideas, as well as:

- Understanding what other people have said.
- Having problems following directions that are spoken to her.
- Having problems organising his/her thoughts.

c. Sight and Reading Disorders

- Is unable to make eye contact.
- Is unable to watch or follow an object with the eyes.
- Has a haziness or whitish appearance inside the pupil.
- Has frequent wiggling, drifting, or jerky eye movements.
- Has misalignment between the eyes (eye turns or crossing of eyes).
- Has to turn or tilt the head in an unusual way when looking at objects.
- Squints, closes or covers one eye when looking at objects.
- Rubs his/her eyes excessively or constantly touching them.
- Avoids or is sensitive to bright lights.
- Is unable to read from left to right.

Note: In such cases it is necessary to check for partial blindness or eye disease.

d. Recording and Writing Challenges

- Is not interested in using language to record experiences.
- Is unable to use language to record experiences.
- Is not interested in recording experiences to make believe play.
- Is unable to record experiences in make believe play.
- Is unable to grasp writing tools such as crayons and pencils.
- Has difficulty in forming shapes, drawing pictures , and later on, writing letters for his/her own name.
- Has difficulty in writing letters of the alphabet.
- Has difficulty spacing out letters.
- Is unable to write from left to right.
- Draws exceptionally slow with much difficulty.
- Has an awkward grip of writing materials, which prevents him/her from carrying out any given task.

ELDA 4 Early Mathematics

Definition and importance of Early Mathematics

The mathematical development of children in early childhood is about numbers and counting, exploration of patterns; making connections and recognising relationships through experimentation and active experiences with counting, problem solving, shape, space and measurements. Therefore, from Crèche to P2 70%-80% of the mathematical teaching time, focuses on numbers.

As children grow in their knowledge and understanding, they grow in confidence to ask new questions and make connection with other ELDAs. It is through their bodies, minds and senses that children in early childhood expand their learning of mathematical concepts. They form ideas and are keen to test these out. It is through the support of responsive adults and peers that children will learn to develop and refine their ideas.

Children should be encouraged to explore the real-world, to solve problems, model situations, design things, match, count, reason and create their own questions. They should also use a variety of languages to communicate their ideas about mathematics e.g. drawings, performances, reading visual cues, talking, mark making, writing.

Outcomes of Early Mathematics integrated into routines and activities.

There are four outcomes to be met for the development of Early Mathematics.

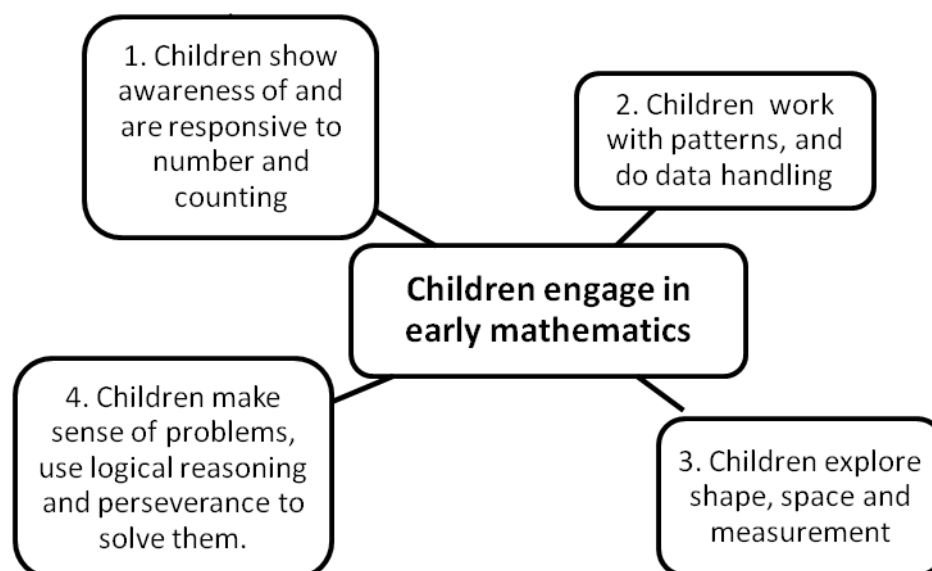


Figure 21 Outcomes for the ELDA ‘Early Mathematics’

Including children with special educational needs in early mathematical activities

All adults who are in touch with the child, (parents, families, professional ECCE services, carers and teachers) should work together to ensure that the child is able to enjoy all mathematical activities across all aspects of life.

This means that adults themselves need to have a good understanding of mathematical concepts and the relevance of mathematics in our everyday lives.

Watch Points to act upon for individual babies, toddlers and young children at risk of not participating in early mathematical activities

The child (depending upon his/her age)

- Displays clumsy movement – lack of co-ordination, frequent falling and bumping into things.
- Displays poor language development, slow growth in vocabulary, pronunciation problems.
- Experiences difficulty in understanding simple words or sentences, (receptive language delay).
- Has difficulty in identifying different sounds.
- Has a speech delay.
- Shows reluctance to participate.
- Finds difficulty in sharing ideas and getting along with others.
- Is distracted and finds difficulty in associating actions with consequences.
- Finds difficulty in organising himself/herself in a particular space and is generally disorganised.
- Displays lack of interest in listening, finds difficulty in sitting still and paying attention.
- Is very easily distracted, or becomes too absorbed in a particular activity and cannot handle change.
- Is more likely to act without planning or thinking about the results of actions.
- Displays poor processing of information, shows signs of weak memory for routines and recall of activities.
- Displays a poor grasp of concepts - shows difficulty in learning numbers and counting.
- Shows difficulty in identification of similarities and differences.
- Confuses objects, letters, numbers, (later on at about the age of six to seven).

Importance of creativity and problem solving in Creative Arts

The Seychelles National Curriculum Framework (2013) states that, involvement in and appreciation of the Arts help people to express their imagination and feelings, as well as develop their sense of personal and cultural identity, for further understanding of other people's art and culture. The Arts offer students powerful forms of expression, through the use of images, movements, sound, natural and man-made materials and artefacts. They include the visual arts, dance, drama, music, graphic communication and media education. Learning in this area brings together technical and practical knowledge, creative and artistic skills, the use of verbal and non-verbal language, which all combines to express many layered meanings.

Creativity means that children produce new and useful ideas and solutions to problems and challenges; to create is to invent and to figure out solutions, by asking questions such as *'What is happening here? Why is it happening? What effects does it have? What can we do about it? What if I?'*

Young children are creative in all aspects of their lives, including language development, mathematics exploration, promotion of their own well-being, development of a strong identity and sense of belonging, and grappling with questions about the world.

The main purpose of Creativity is to encourage children to be creative, imaginative individuals, with an appreciation of the arts and the importance of critical thinking and problem solving skills.

Young children are naturally creative and their natural ways of learning and solving problems are through play, investigating and discovering and asking questions.

They do this especially in drama through make believe play, in the visual arts, (drawings, paintings, and modeling, making pictures) and through music (singing, making music with instruments and making rhymes) and also in dance and movement.

Visual Arts develop sensory-motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques.

- Two-dimensional (2D) work aims to enrich the child's experience of the real world through visual and sensory stimulation, discussion and questioning, and through encouraging the drawing of the child's experiences in the world. There is no 'right' way to draw, and children should be encouraged to express themselves freely, without fearing criticism.
- Three-dimensional (3D) work develops the concept of shape in space through playing with sand and mud, joining and molding pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, tying and wrapping.

Performing Arts allows young children the opportunity to creatively communicate, dramatise, sing, make music, dance and explore movement.

- Through Performing Arts, young children develop their physical skills and creativity.
- Performing Arts stimulates memory, promotes relationships and builds self-confidence and self-discipline.
- Creative activities and skills prepare the body and voice, and use games as tools for learning skills.
- Improvising and interpreting allows children to create music, movement and drama alone and collaboratively.

Creativity is related to all six learning areas. It develops children's curiosity, ability to explore, identify and solve problems.

Children's rights form the basis for all creativity. Children have the right to explore, to be curious and to investigate ways of recording and depicting their experiences.

Encourage young children to use their imaginations, to tackle problems with interest and confidence, to manipulate and work with different materials, move and dance and make music.

Young children should explore and develop their ideas based on their personal experiences, using their senses, emotions and observations.

The process of creating is more important than the products.

The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products.

Outcomes of Creative Arts integrated into routines and activities

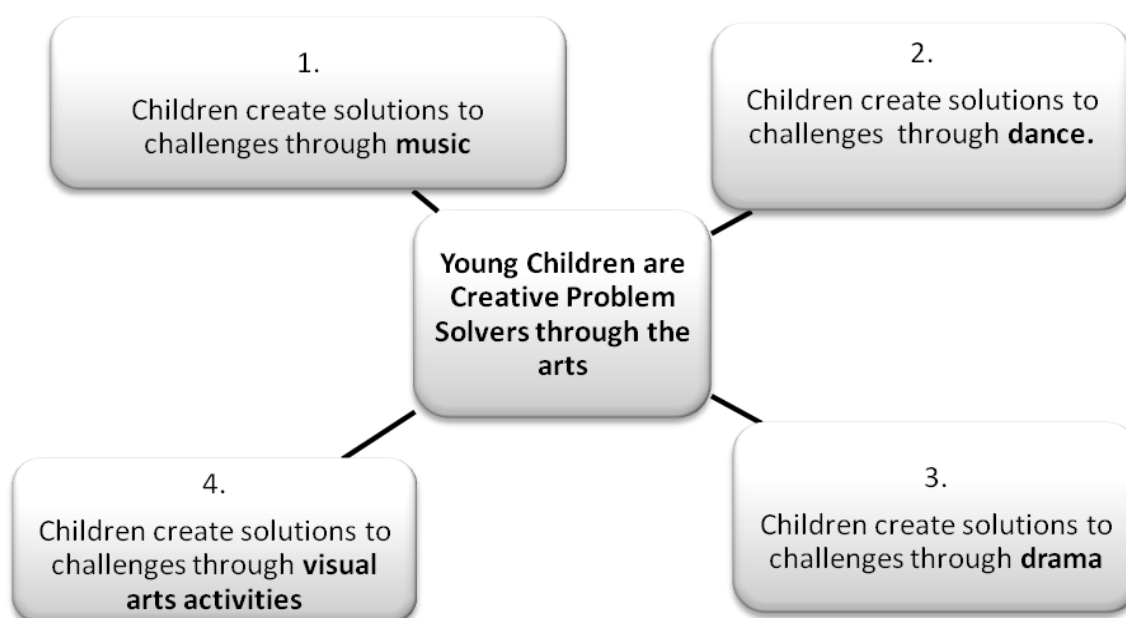


Figure 22 Outcomes for the ELDA Creative Arts.

Including children with special educational needs in creative arts activities

All adults who are in touch with the child (parents, families, professional ECCE services, carers and teachers) work together to ensure that the child is able to communicate optimally from birth.

Children with disabilities and special needs have the right to receive attention to enable them to develop and learn to their greatest potential.

Watch points to act upon for individual babies, toddlers and young children at risk of not participating in creative activities.

The child

- Shows little curiosity or wish to explore and to investigate.
- Does not play.
- Does not play make believe games alone or with others.
- Does not show an interest in visual arts. This may be, because she has sight, or concentration difficulties. She may also be focused upon another interest
- May feel shy and not wish to participate in any form of creative art. Do not force the child to participate.

ELDA 6 Knowledge and Understanding of the World

Definition and importance of Knowledge and Understanding of the World

Knowledge and understanding of the world pays attention to what is important in children's worlds.

This includes their immediate physical surroundings (“people, animals, vegetables and fruits, plants, places...”); the history of their own families and later on their neighbourhoods; the geography of their surroundings (the focus on place) and the tools they use such as pencils, scissors, cutlery, household equipment, cameras, mobile phones, computers and iPods.

A technologically advanced world requires children to have experiences in using process skills to design things, put together objects and materials to make something of value.

Children in early childhood are curious explorers from birth. They explore in environments that adults create for them. High quality learning can result from children being exposed to different resources such as people, their immediate environment, the media and their own senses.

Children’s learning is improved when they gain accurate information about their world. Their understanding of caring for people and creatures in their environment increases.

As children grow in confidence they share their thinking and demonstrate what they can do.

Outcomes of Knowledge and Understanding of the World integrated into routines and activities.

There are three outcomes to be met for the development of Knowledge and Understanding of the World.

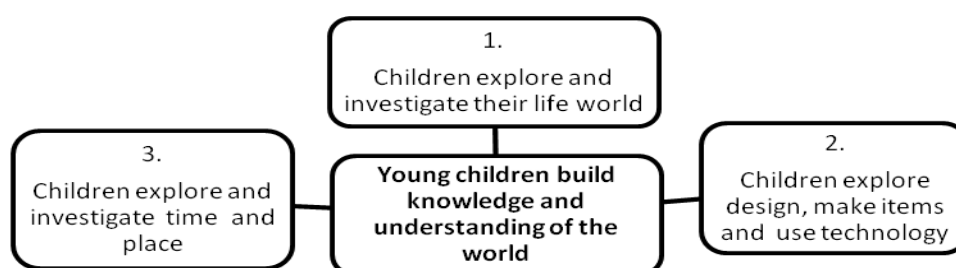


Figure 23 Outcomes for the ELDA ‘Knowledge and Understanding of the World’

Including children with special educational needs in these activities

All adults who are in touch with the child (parents, families, professional ECCE services, carers and teachers) should work together to ensure that the child is able to develop knowledge and understanding of her world optimally from birth.

Children with disabilities and special needs have the right to receive attention, to enable them to develop and learn to their greatest potential.

Watch Points to act upon for babies, toddlers and young children at risk**Look and listen for**

- Poor processing of information and communication of ideas.
- Lack of social skills and values.
- Unwillingness to participate in activities.
- Disruptive and anti-social behaviour when participating in activities.
- Fear and anxiety to explore and find out new things.
- Very easily distracted – inappropriate for age and stage.
- Lack of focus and attention.
- Difficulty in processing information and following instructions.
- Destroying resources provided.
- Difficulty in grasping vocabulary and concepts.
- Problems with memory.

Chapter 16 The Curriculum Grids

The curriculum grids comprise the ELDAs, their associated outcomes and suggested opportunities for the children to be given, and to take to grow, develop and learn.

Each stage of development builds from the previous stage from conception to the end of the Primary 2 year. This enables adults to understand that development, growth and learning is incremental and that the child may also respond to experiences in ways that are described in earlier or later stages, that is, the child may demonstrate developmental delays and spurts as well as regressions to earlier stages in her interests and levels of development and growth. This links the Early Learning Framework to the policy on Inclusion and Special Education Needs (Chapter 4).

Building on each stage, there are opportunities for the parents, family and ECCE programme to support each other and the child, and opportunities for the child to grasp what has been presented. For the child to be able to grasp the opportunities offered, her/his level of well-being is vital (he/she needs to be well-nourished, healthy, feel safe and secure and physically able to interact with each activity). In addition, he/she needs levels of resilience which enable him/her to cope with achievement and challenges in many environments.

The activities are focused upon the child but in collaboration with and in partnership with the parents (both mother and father) the child's family and all relevant local services such as Education, Health and Social Affairs.

The grids are set out so that the adults can

- **read across the columns** to see the seamless developmental approach to the unique needs of each child with his/her own individual developmental spurts and delays, learning needs and interests
- **read down the columns** to integrate the learning programmes and activities across the ELDAs for each age group and site – each ELDA is connected to all other ELDAs.

The grids enable adults to understand and to use

- assessment standards and methods for assessing each child's developmental and learning needs
- detailed daily programme and activity guidelines
- evaluation of the ECCE programme in different sites and of the entire ECCE system
- sensitisation and teacher development programmes
- evidence-based research to inform on interventions and further development of programmes.

Some grids

- Combine activities across the age ranges. This is specifically so for the ELDAs which are concerned primarily with development and growth, such as Well-being, Identity and Belonging and Art and Creativity.
- Do not show activities within the time of gestation to birth since they are not possible to identify (for example, activities related to identity and belonging or to arts and creativity)
- Give details for each year group for example, Primary 1 and P2. This is specifically so for the ELDAs where 'content' is important - Communication and Language Development, Early Mathematics and Knowledge and Understanding of the World.

Early Learning and Development Area 1 Well-being				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Well-being Outcome 1: Children are well nourished from conception				
Building on each stage, there are opportunities for the parents, family and ECCE programme to support each other and the child and opportunities for the child to				
• Be well-nourished, during gestation through mother's diet. • Be exclusively breastfed (for at least six months). • Be fed on demand. • Have growth rate monitored and supported from birth. • Note: Appropriate preparations and safety of mixed formula milk where necessary, (breastfeeding highly recommended at this stage). And for the mother to • With the father and members of the family, to understand and act upon, the	• Continue to have growth monitored. • Enjoy eating • Continue to breastfeed to 2 years and longer if possible. • Eat some solid, semi-solid or soft foods as from 6 months without added sugar, salt, oils and spices. • Introduce different foods in a timely manner. • Eat nutritious foods and balanced portions, from different food groups. • At 12 months the child can eat from family pot. • Have frequent meals to ensure energy. • Gradually learn to	• Have regular and sufficient mealtimes during the day, including water intake. • Try out different kinds of food. • Describe sensory reactions to food. • Help to source and to prepare food. • Talk about food types, sources and food preparation, through songs, rhymes, stories and conversations with adults. • Continue to develop simple knowledge on food groups. • Learn the good manners of the family and the community he/she lives within.	• Continue to build a healthy relationship with food based in good nutritional behaviours and emotional health. • Practice the customs and good manners, for eating food together as a family, a citizen of Seychelles and of the world. • Develop further concepts and vocabulary to do with nutrition and hydration through discussion, art and exploration, (questions answers). • Explore mathematical aspects of food, (counting fruit for example, looking for patterns, measuring	• Identify the foods one likes and give reasons why. • Enhance a healthy relationship with food, based on good nutritional behaviour. • Develop further concepts and vocabulary to do with nutrition and hydration through discussion, art, exploration and writing. • Solve problems to do with food and water sourcing, preparation and disposal. • Differentiate between 'junk' and 'fast' food and 'healthy home-cooked' food. • Develop food safety

Early Learning and Development Area 1 Well-being				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
impact of the mother's nutrition on the child in the womb and after birth. - Well-nourished throughout the pregnancy. - Supported in nutritional advice, by local ante-natal services and her family including the father of the child.	feed oneself, with fingers and with spoons. - Drink from a cup. - Identify food and food names in conversation with adults. - Sing songs and rhymes about food.		fruit). Create visual and performance art including make believe play, about nutritional issues.	and preservation practices. Develop concepts of food production and its contribution to the economy of the family and the country.

Well-being Outcome 2: Children are healthy from birth and have a sense of good environmental and personal hygiene				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for parents, family and ECCE programmes to support each other and the child and opportunities for the child to				
- Be well-monitored during gestation through the mother's informed observation. - Have health signs monitored and supported from birth. - Receive all due immunisations from	- Continue to be monitored by a well-informed family and mother and father. - Receive all immunisations in time and on time. - Be monitored on regular visits at child health care facilities. - Attend health care facilities if he/she shows health problems. - Listen to adults talking during routines related to health and hygiene.		- Describe the signs of health and what it feels like to be healthy. - Explain in simple terms how illness is caused, (e.g. unhygienic conditions).	- Speak, read and write about wellness and common disease, for example, colds and coughs, influenza, diarrhoea, and common childhood diseases. - Illustrate health and

the post-natal care professionals. • Be cared for in an hygienic manner to ensure protection from disease. And for the mother to • With the father and family members, to understand and act upon the impact of the mother's health and hygiene practices on the child in the womb and after birth. • Be healthy and happy throughout the pregnancy supported by her family including the father of the child. • Be supported in maintaining positive health and good hygiene by local ante-natal services.	• Begin to count the steps in each of the routines and the time for each one, e.g. by counting to ten. • Gradually help to practice own good hygiene behaviours. • Gradually help to tidy and clean the environment with the adult. • Sing songs and action rhymes with the adult about health. • Begin to name pictures he/she has formed on issues of health and hygiene. • Explore with water and bubbles in safe surroundings and play 'clean-clean' activities. • Learn with adult support healthy, hygienic routine habits in her daily life, (blowing nose, sneezing, coughing, washing hands, sanitation). • Gradually build up concepts and simple vocabulary to describe routines, such as washing, cleaning teeth, dressing and undressing, bathing and showering, bed time routines.	• Identifies some of his/her own symptoms when not well. • Experiment with water play and soap bubbles, sinking and floating objects. • Act out drama with dance and movement. • Use visual arts to illustrate health and hygiene issues in his/her life. • Identify problems through observation in health and hygiene routines and solutions to the challenges. • Wash hands and face and body using prescribed techniques. • Blow own nose hygienically. • Carry out basic hygiene routines, (e.g. washing hands after toileting and before eating). • Brush own teeth competently. • Participate actively in storytelling about health and hygiene.	hygiene practices by using visual and performing arts. • Identify problems through observation about issues, to do with environmental and personal hygiene for example, soap substitutes, ensuring clean water, water conservation. • Explore using observation of neighborhoods in Seychelles and issues of environmental health and cleanliness. • Practice the five areas of hygiene required, (water; toilet; hands; food; environment) using agreed routines and behaviours. • Talk about issues on pollution in air, land and sea and suggest solutions to dealing with these issues
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Well-being Outcome 3: Children build a sense of safety and security and environmental health				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child				
- Develop feelings of being safe and secure, when their physical and emotional needs are responded to immediately. - Develop feelings of trust and belonging, when adults give loving physical attention to them and communicate lovingly with them. And for the mother to - With the father and family members, to understand and act upon, the impact of the environment on the child in the womb and after birth. - Be well-supported throughout the pregnancy by the father and families. - Be well-supported by	- Continue to feel safe and secure in his/her environment and with familiar adults. - Listen to adults talking, about steps they are taking to ensure the safety of the child and of her environment for example, ‘we will be careful as we go down that step’. - Develop coping mechanisms without becoming fearful, by listening to stories about safety and security. - Gradually use words, gestures and simple explanations to show security which help to identify household dangers and ways to avoid them. - Count steps to take to be safe while doing an activity. - Listen to, sing songs and rhymes about safety and security, dance and move safely. - Use tools/materials such as crayons, scissors, paint, safely. - Play with water and sand safely. - Be enabled to explore everything in the environment with natural curiosity and in safety. - Respond to warnings of danger. - Begin to obey basic safety rules and to help other children to do so.	- Describe and practice where necessary, who to go to and what to do in a situation where they feel frightened or threatened. - Practice routines for safe handling of equipment and materials in all aspects of everyday life. - Name and count objects to do with safety in the home and other environments for example, knives, matches. - Collect and record through drawing and rhymes, data on accident- and injury-free days in the family or other environment. - Create visual and performance art objects dealing with issues of health and	- Feel physically safe and secure at home, at school and other environment. - React calmly and practically in unsafe situations and emergencies by following known routines and behaviours. - Discuss the theme of environmental health. - Read articles, listen to and write stories; make posters about the topics and talk about them to the class. - Talk about issues of safety and security on roads, household equipment, water, drugs, alcohol and talking to strangers. - Understand the role of the police in	

local safety and security services including protection from environmental pollution.		safety. • Describe actions to be taken to help someone in an emergency. • Report signs of danger in equipment and materials for example, broken glass. • Know that alcohol and drugs can affect people's health and safety. • Keep the immediate environment clean and safe by collecting and disposing of waste materials.	protecting people and families and neighborhoods. • Understand the role of the anti-piracy unit and coastguard in protecting the seas.
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Well-being Outcome 4: Children are physically strong from birth and show abilities and interest in physical activities				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
• Demonstrate reflexes from birth, such as the startle, and stepping, sucking, grasping reflexes. • Move arms and legs freely. • Develop and strengthen neck, and	• Enjoy the ability and opportunities to freely move and exercise from birth. • Be supported in his/ her desires to use large muscles to move in different ways, including crawling, dragging and lifting. ➤ Move from lying down to sitting up. ➤ Move from sitting to standing. ➤ Walk alone when one hand is held. ➤ Walk, stop and start safely.	• Talk about our physical development. • Explain the importance of exercise and good nutrition. • Practice eye-foot coordination when using a ball and	• Discover ways to improve control of his/her movements. • Develop movement skills through practice and free energetic play. • Follow and understand rules and	

body muscles for twisting and turning. And for the mother to • with the father/family members, understand the process of physical development of the child in the womb to be able to support the growth of the child as far as is possible • be encouraged to remain physically active and strong throughout the pregnancy • be supported by the father of the child /the family	➤ Walk up and downstairs with help. ➤ Run gradually. ➤ Attempt to kick a large ball. ➤ Move rhythmically to music. ➤ Run well. ➤ Climb low walls or equipment. ➤ Jump with two feet together. ➤ Stand and walk on tiptoe. • Begin to use scissors and other tools with more control. • Establish a correct pencil grip and posture for working at a table. • Push and pull toys. • Throw a large ball. • Thread large beads. • Build a five or six-block tower.	beanbag. • Move in complex and confident ways including skipping, galloping, climbing, twisting, dancing rhythmically, hopping, balancing. • Make up rules for playing games. • Use his /her large (gross) and small muscle (fine motor) skills and perceptual development. • Show physical control over hand-eye coordination and manipulative skills, (drawing, cutting, threading, sewing). • Use the correct pencil grip when writing and drawing, (although this is difficult to do if not identified at the age of about three). • Use scissors to cut along a line. • Use the senses to interact with the environment and people. • Use his/ her perceptual	procedures of games. • Take part in different kinds of energetic physical activities of his/her choosing, including sport and opportunities for outdoor learning, available at school and in the wider community. • Discuss the benefits of sport and the opportunities it may offer.
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		abilities for example, visual, auditory, spatial perception. • Show positive attitudes and interest towards a healthy lifestyle through the enjoyment of physical activities of various types.	
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Early Learning and Development Area 2 Identity and Belonging				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Identity and Belonging Outcome 1: Children are aware of themselves as capable and confident learners				
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
- Be well nourished for sound growth and development in the womb. - Be regularly monitored, for any defects that can cause developmental delays. And for the parents to - Actively seek antenatal care and information about pregnancy and the needs of the unborn child. - Do moderate	- Be attended to, by responsive adults according to cultural practices e.g. making eye contact and talking. - Experience comfort according to cultural practices e.g. wrapped in adults arms and tucked in with objects such as soft toys. - Develop awareness of the self and others through exploring language (cooing, gurgling, babbling) and movement e.g. clapping of hands, kicking of legs. - Play games that allow discovery of the body parts. - Listen to own name, songs, rhymes.	- Spend time with others, – older siblings, friends. - Listen and observe own speech which is rephrased by adults e.g. when a child says, “me home” the adult responds with “Do you want to go home?” - Explore indoor and outdoor space and objects with adults, who encourage conversations. - Make own creations with play dough, paints, educational toys. - Participate in simple tasks e.g. fetching an object... - Make normal	- Be supported in making sense of the self. - Share ideas about the self through talk, drawings, photographs and objects. - Participate in discussions on what makes someone special. - Show strengths and interests through performance e.g. dramatisations, imaginative play. - Demonstrate feelings through facial gestures, matching their feelings to picture icons. - Work together in a group and play games in pairs and groups. - Understand why some children need more support than others e.g. those that are experiencing difficulty	- Be supported in developing abilities to show talent. - Use a variety of ways to share personal experiences e.g. talk, drawings, iPod illustrations, constructions with boxes... - Show relevant feelings in different situations e.g. birthdays, when a new task is given. - Explain feelings and why these feelings arise. - Participate in activities where there are discussions of cultural practices, celebrations and experiences. - Experience difference (e.g. gender, race, abilities) in a positive way. - Talks about own culture and beliefs with respect. - Talks about and discusses other cultures and beliefs with respect.

Early Learning and Development Area 2 Identity and Belonging				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
exercise, such as walking and swimming to keep fit and help to prepare for delivery. • Avoid prenatal malnutrition. • Avoid any medication that is unsafe in pregnancy.	• Begin safe exploration in the immediate environment with adults and objects/toys.	conversations with parents and significant others, using normal courteous language, and avoiding code switching (not mixing languages).	with a task. • Observe and listen to good role models e.g. story telling by an elder in the family and the community. • Build knowledge and understanding of how they are similar and different but of equal importance- in terms of gender, ethnic background, social status, etc...	

Identity and Belonging Outcome 2: Children have a strong sense of self care				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
• Experience growth to reach milestones in foetal development, through the practice of healthy	• Communicate hunger, thirst or discomfort using gestures. • Develop awareness of food routines through sensory learning experiences. • Have the attention of a	• Use talk, conversations gestures to show likes and dislikes with the support of pictures and objects where necessary. • Do things on their	• Take initiatives to achieve goals for self care – dressing, washing, cleaning. • Participate in routines e.g. washing of hands during the toilet routines. • Enjoy predictable routines	• Take initiative in own learning independently and as a member of a group. • Share own achievements. • Extend ideas to address challenges identified personally and by others. • Use steps for problem solving.

behaviours by the mother. And for the mother to • Make sure that she is protected e.g. vaccinated against infectious diseases that are dangerous to the foetus e.g. rubella. • Avoid drugs, smoking, alcohol and exposure of the foetus to environmental hazards such as radiation. • Take care of herself not only physically but also emotionally, culturally, spiritually and socially.	responsive adult who is interested in sensory learning activities. • Grow in independence - take some control for own feeding – allows for experiences in grasping, touching, reaching, smelling and tasting. • Participate in routines for example, dressing up and cleaning.	own with the feeling of adults being close by for support. • Experience praise for something that is well done. • Actively participate in simple routines.	with songs, rhymes and responsibilities e.g. tidying up after snack time. • Take pride in working independently. • Experiment and show confidence in asking for support and guidance when required. • Dress and undress independently and manage personal hygiene. • Select and use activities and resources independently. • Experience problem solving in a positive way. • Experiment in an environment that enables them to determine their own priorities. • Follow oral instructions with pictorial support on duties and responsibilities. • Earn rewards for task that are completed independently and successfully.	• Look forward to feedback on self chosen activities and adult initiated activities.
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Identity and Belonging Outcome 3: Children build strong relationships				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
• Feel connected to the outside world. • Hear the calming voice of the mother and the father. • Experience light massages and soothing touches. And for the mother to • Involve the father in bonding with unborn child e.g. listen to the heartbeat. • Be emotionally stable and avoid stress especially high anxiety which is related to	• Enjoy the company of responsive adults. • Use sounds and receive affectionate attention from adults. • Gain attention of adults and make contact by the use of facial expressions. • Enjoy playful interactions which allow for imitation of adults. • Play games and listen to poems, rhymes and stories. • Join older children, watch and listen to them. • Work towards building relationships with others in the immediate environment.	• Socialise with adults and other children. • Learn more about the self from others. • Show care for others. • Show a sense of trust. • Show self-control and adapt behaviour to suit different routines and situations.	• Learn in an environment that is friendly and encourages socialising with others. • Enjoy being with adults and children. • Share and respond to feelings. • Develop social skills. • Build friendships. • Participate in activities that allow them to take on different roles. • Recognise and understand the rules of working together and turn taking – follow a code of behaviour. • Manage group dynamics and conflict. • Call for adult support when needed. • Show a sense of trust in self and others. • Show self-control. • Adapt behaviour to suit more complex routines and	• Assert self confidently in different situations e.g. during tasks, during play. • Listen and talk about relationships. • Show awareness of rules and define them for others. • Choose friends using different criteria. • Play in group and competitive games. • Participate in building shared understanding through agreed values and codes of behaviour. • Make social connections through play. • Experience involvement in group decisions. • Deal with positive and negative experiences in friendship building. • Develop own criteria to test and measure self against others. • Read and write about social experiences.

miscarriages, prematurity, low birth weight. • Practice relaxation techniques.			situations.	
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Identity and Belonging Outcome 4: Children have a sense of group identity and a sense of celebrating diversity				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
- Feel connected through the actions of the mother and the father. And for the parents to - Be knowledgeable of family history and to discuss this with the health care provider. - Be supported by the immediate and	- Look forward to adults offering explanations of what they are doing e.g. Tania, "I see that you are laughing". - Hear adults labelling objects and explaining what is happening. - display feelings and look forward to support and comfort from adults when feelings are negative - show understanding that both sounds and actions affect people - see significant people in their surroundings	- show greater awareness of similarities and differences that links them to other people and what makes them different - Make meaning of similarities and differences using resources, activities and exploration e.g. patterns, textures, colours... - Show sense of self as a member of a group in the family and community s.	- Make connections between different parts of their life experiences e.g. what I do indoors and what I do outdoors. - Receive support in understandings differences e.g. boys and girls and what they can do. - Talk about difference in opinions. - Solve conflicts with and without support. - Develop awareness of social, linguistic, cultural and religious differences. - Sing the national anthem. - Identify the symbols related	- Show self confidence and be assertive. - Use ‘think aloud’ to guide actions. - Use play to make connections with others. - Have a greater say in choosing friends. - Understand reactions of others. - Participate in group play and competitive games. - Show awareness of rules that guide them and others. - Show greater understanding of rights and responsibilities. - Talk about national symbols of Seychelles. - Understand the consequences of

- extended family. - Complete prenatal and postnatal practices that are medically sound, traditional, cultural or religious. - Understand the use of alternative medicine and its effects during and after pregnancy.	- during different times of the day “talk” to other children and adults	show affection and concern for others	- to Seychelles. - Demonstrate rights and responsibilities through talk, dramatisation and drawings. - Understand different celebrations e.g. birthdays, Easter, Christmas, Diwali, Ramadaan etc., and share practices of own celebrations through talk, drawings, imaginative play and stories. - Make up records of personal histories through drawings, photos. - Do a show and tell on an aspect of own and other cultures e.g. traditional dance, dress, songs...	- changing rules. - Become involved in the decisions made by group members. - Share their ideas about difference e.g. gender, ethnic backgrounds, abilities, social class... - Show respect and greater understanding of others views, cultures and beliefs through asking questions to learn about the answers. - Uses talk, performance, drawings, simple writing exercises to make visible needs, views, culture and beliefs.
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Identity and Belonging Outcome 5 Children build a sense of resilience (being strong and resistant to daily stresses)				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
Experience an emotionally stable environment	Trust adults and receive loving attention from	Feel able and experience encouragement in a loving way even	Talk to others about things that create negative feelings	- Obey rules for safety and for working together. - View errors and failures as part of learning that is guided by

whilst in the womb. And for the parents to • Seek understanding of healthy child development. • Recognise situations of stress and work with the father and/or extended family to deal with them. • Discuss parenting ideas and taking care of the newborn with the father. • Discuss the arrival of the baby with other siblings so that they can also participate in some of the activities to connect with the unborn child.	them unconditionally. • Experience love both physically and verbally through adults holding, rocking, comforting and calming them. • Recognise and express own feelings and to recognise some feelings in others (for example, sad, glad, sorry, happy, angry, frightened). • Experience limit set for them so that they know when to stop before there is danger or trouble. • Watch adults model the way things should be done. • See good adult role models where messages of communication confidence, optimism, and good results are visible.	when boundaries are challenged. • Listen to clear explanation of rules and boundaries. • Do things for others and show concern for them. • Show respect for themselves and others. • Take simple responsibilities. • Grow in confidence in carrying out activities and instructions. • Display independent behaviours with adult support. • Experience praise and rewards for achievements that are valued in specific community and family practices.	e.g. fear, anger... • Prepare for unpleasant or adverse situations through stories, puppet shows and imaginative play. • Find ways and feel confident to solve problems that they face. • Reinforce ability to face adversity for example, 'I know you can do it'. • Exercise self- control when they feel like doing something that is not right or dangerous. • Know that they can rely on adult support. • Talk to someone or to take action at the appropriate time. • Seek help when required. • Listen to explanations for rules and boundaries as well as disciplinary procedures. • Be rewarded for following rules and keeping within boundaries. • Persevere after the first attempt.	own reflections and by adults. • Recognise feeling and put them into a readable form e.g. drawings, words, phrases, simple sentences. • Expect constructive feedback from adults on feelings. • Find alternative ways to solve problems. • Explore safely and confidently. • Be willing to take more initiative individually and with peers to demonstrate capabilities.
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Identity and Belonging Outcome 6 Children have a strong sense of moral and spiritual values				
0 to 3months	3mths -- to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years(Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
- Be exposed to verses, songs, rhymes from different cultures and religions. And for the parents to - Seek advice on how to stimulate the unborn baby through medically sound and culturally appropriate and religious practices. - Recognise traditional practices that might be harmful for foetal development.	- Experience a warm and loving relationship. - Have consistent care with an adult or with a few adults who are closely connected with the child. - Experience emotional security when adults talk and play with them. - Build trust and faith in adults as they participate in routines and activities. - Explore in a predictable environment.	- Explore own capabilities – walk, run. - Make simple choices based on basic values. - Understand the importance of social etiquettes. - Show understanding of the basic principles of fairness, justice, respect for others... - Receive support in understanding boundaries and limits. - Listen to adults' reasons for setting boundaries. - Offer explanations using talk, gestures or performance.	- Be inquisitive and carry out thoughts and ideas through art, imaginative play, music, role play and stories based on values and beliefs. - Express feelings in different situations e.g. birthdays, attempting to complete a task. - Respond in a variety of ways to what is touched, seen, felt and heard. - Solve problems. - Use natural curiosities to find out more about own abilities and how to relate to other people. - Play with others and build friendship. - Listen to short stories (moral) tales with pictures. - Show respect for own belongings and those of others. - Make decisions and be guided when necessary. - Receive support in achievements - being	- Display caring behaviours toward adults, other children and animals. - Use play and interactions to continue to discover strengths and weaknesses. - Think out aloud in order to help self understanding. - Listen to stories, songs, and poems from different traditions. - Ask questions – who, how, why, where. - Give explanations for feelings. - Talk about own behaviour and that of others. - Participate in activities that create understanding of own beliefs, religion and those of others. - Find similarities and differences in beliefs and religion -share personal experiences and ideas with others. - Have own needs, views, cultures and beliefs treated with respect. - Distinguish right from wrong, based on knowledge of the moral codes of own and other

			tolerant, patient, honest, showing respect and being fair. • Be rewarded for practicing a new skill or behaviour. • Follow rules and understand its purpose and what happens if rules are broken. • Obey authority with supportive guidance from adults. • Persevere to discover own talents.	cultures. • Talk about the results of own actions and those of others. • Receive support in understanding shared values such as being fair, having feelings for others. • Reflect on behaviour to strengthen what is good and to improve what is bad.
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Early Learning and Development Area 3 Communication and Language Development

Early Learning and Development Area 3 Communication and Language Development						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Communication and Language Development Outcome 1: Children listen actively to sounds and speech.						
Building on each stage, there are opportunities for parents, families and ECCE programmes to support each other and the child and opportunities for the child to						
NOTE: Include children with hearing disabilities in play and all activities						
• Hear sounds and speech deemed pleasant in the culture of the family. • Be tested for hearing after birth. • Receive immediate necessary attention, if there are hearing impairments. • Act upon	• Hear his/her own name and other words frequently, as adults communicate with him/her. • Be spoken and sung to rhythmically during the day. • Hear repeated sounds and words made in a playful, turn-taking way. • Be able to watch adults' lips and tongue movements, while pronouncing words.	• Learn and make use of new words and demonstrate what they mean by using actions and objects. • Listen and produce simple conversations. • Carry out simple instructions, be praised when they are carried out, and corrected kindly where necessary. • Ask and answer questions which are taken seriously by	• Be aware of the uses of his/her ears listen to songs, rhymes and word games. • Respond appropriately to two or three part instructions. • Draw attention to sounds of words and syllables. • Recognise initial vowels and consonants of spoken words. • Follow complex instructions to play games.	• Listen without interrupting. • Take turns to speak. • Listen to stories and mime the main actions. • Retell stories heard from adults. • Tell stories heard from other children. • Sing songs, recite rhymes with the correct pronunciation and intonation, and mime actions with the whole	• Learn to listen to somebody else speaking without interrupting. • Identify different tones for different purposes and react accordingly. • Respond appropriately to three and four part instructions. • Take turns to speak and ask simple questions,	• Answer more structured questions. • Follow a complex sequence of instructions. • Listen without interrupting, showing respect for the speaker. • Ask questions and comment on what was heard. • Listen to riddles and jokes in English and French, and more complex riddles in the mother-tongue.

Early Learning and Development Area 3 Communication and Language Development						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
the knowledge that the child can hear language and sounds from 25 weeks in the womb. • Be aware of sound and language throughout the pregnancy. • Be supported by the father, other family members and by the ante- and post-natal clinic services.	• Be able to mimic the signs of listening expressions and body language. • Be helped to make gestures, for example, wave and clap hands. • Be able to make eye contact with listeners. • Play listening games.	adults. • Construct simple, short phrases. • Produce simple words and ideas. • Listen to stories and issues that he/she is interested in, (especially local stories). • Listen to rhymes and play word games. • Learn and use simple words.		class. • Recite short and simple rhymes and poems with the right rhythm and intonation. • Mime actions heard in rhymes and poems. • Participate in simple discussions. • Ask simple questions and provide short answers. • Recall order of words heard (e.g. bag, boat, boy). • Recognise words in sentences.	(when, who, what, why, where) for clarification. • Listen for pleasure; enjoy pictures, word puzzles, and riddles. • Identify rhyming words in rhymes and songs. • Anticipate rhyming words in new songs and rhymes and complete the line.	

Communication and Language Development Outcome 2: Children speak using different styles of communication.						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Building on each stage, there are opportunities for parents, families and ECCE programmes to support each other and the child and opportunities for the child to						
- Listen to pleasant sounds and speech of the family and culture from 25 weeks <i>in utero</i> and then from birth. Note: It is necessary to check for birth defects of lips, tongue or vocal cords. - Understand and act upon the knowledge, that the	- Communicate needs by crying and moving limbs, (body language). - Respond to gestures with gestures. - Look at faces, respond and smile. - Babble to himself/herself, with changes in tone and loudness. - Begin to say simple words. - Put two or three words together. - Enjoy simple rhymes and songs. - Start to sing words.	- Use at least 50 familiar words. - Understand more words than they can say. - Say several single words by 18 months. - Put 4 or 5 words together to make a simple sentence. - Use personal pronouns, for example, “me”, “mine”. - Carry on short and simple conversations. - Use 2 – 3 word phrases and more by 2 years. By three years - Talk in complete	- Speak basic sentences. - Use grammar and words fairly correctly, and learn new concepts and words every day. - Speak sentences of more than five words. - Have a range of vocabulary between 1000 and 1500 words. - Be interested in finding rhyming words in what they and others say, as well as in rhymes and songs - Use the present tense unconsciously.	- Identify national languages used in different contexts - Identify ways of communicating using facial expressions and body language. - Identify the sounds of different animal communication. - Tell and retell short stories in own words. - Have a range of vocabulary of about 1500-2000 words. - Recite poems and rhymes in a group. - Participate in short discussions, ask and answer	- Speak with confidence to adults, and other children in different situations or settings. - Answer simple closed and open-ended questions. - Tell short imaginative stories. - Use past tense in simple contexts. - Use terms such as, sentence, capital letter, questions mark, full stop. - Sing simple songs and action rhymes.	- Have a conversation about personal experiences and more general news. - Express feelings about a story or poem and give reasons. - Answer open-ended questions and justify answer. - Carry out role plays of different situations. - Participate in discussions, and report back on the ideas. - Use the future tense. - Use terms such as, noun, adjective, verb, pronoun,

child uses mother tongue language, from his/her first cry and that all sounds he/she makes are meaningful from birth. • Be encouraged to be aware of the child's messages. • Be supported by the father, the families and by the ante- and post-natal clinic services.		sentences. • Speak clearly enough to be understood. • Enjoy language games and rhymes.	• Take turns in conversations. • Show interest in learning the national languages.	simple questions. • Ask for explanations. • Give explanations and ask for clarifications.	• Talk about pictures in posters, theme charts, books, videos and so on. • Match and sort sounds according to pitch, volume. • Participate in longer discussions and ask questions. • Value and make use of new words and concepts.	preposition, comma, question mark, paragraph.
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Communication and Language Development Outcome 3: Children make meaning by ‘reading’ what they see, hear, feel, taste and touch (and later on, reading the written word).						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Building on each stage, there are opportunities for parents, families and ECCE programmes to support each other and the child and opportunities for the child to						
• Be read to, and stories told to (at least once a day) from 25 weeks <i>in utero</i> and then from birth. • Be given positive and relevant sensorial experiences in a supportive environment. • Be introduced to story-telling and books from the beginning	• Make meaning of what they experience through their own senses. • 'Read' pictures in environmental print for example, photographs of people, objects. • Have conversations with adults around them about what they see.	• Continue to make meaning of what they experience through their senses, through conversations with adults about them. • Continue to 'read' books and recognise writing as different from pictures. • Start to recognise that reading begins from the top to the bottom and left to right. • Love reading books.	• Start to point to individual pictures. • Recognise and point out objects in pictures. • Notice words in the environment for example, STOP, GO, and advert signs. • Hold the book the right way up and turn the pages correctly. • Pretend to read and mimic a reading voice. • Recognise own written name and names of others. • 'Read' high frequency basic words, seen in the environment for example, door, table and	• Start to point to individual words. • Recognise own name and those of other children in the class. • Identify types of reading materials. • Identify the parts of a book. • Adopt a 'reading voice' when reading. • Develop correct eye movement and directionality for beginning to read (top to bottom, left to right). • Read big books. • Hold reading material the right way up and turn pages correctly. • Use pictures to	• Read labels and captions in the classroom. • Follow reading in Big Books or other enlarged texts with the teacher. • Answer simple questions based on part of story read • Interpret information from posters, pictures and simple tables e.g. calendar • Read simple sentences aloud from books, in a guided reading group with teacher i.e. the whole group	• Read aloud from own book in a guided reading group with teacher i.e. the whole group reads the same story. • Use phonics, context clues, structural analysis, and sight words when reading. • Read with increasing fluency and expression. • Interpret information from more complex tables e.g. class time table. • Monitor self when reading, both in the area of word recognition and comprehension. • Show an understanding of

- of her life. - Be supported by the father of the child, the families and by ante- and post-natal clinic and library services in promoting 'reading'.			- cupboard. - Arrange a set of simple pictures in such a way that they form a story. - Interpret pictures. - Love reading books.	- predict what the story is about. - Point to words when 'reading'. - Interpret pictures to make up own story. - Read theme-related flashcards and captions in a group with the teacher. - Read high frequency words in the environment: e.g. road signs. - Use pictures to read simple phrase or caption books, (e.g. father with a picture of a father). - Use pictures on the book cover to predict what the story is about. - Use the given pictures of the book to predict what the story is about. - Discuss the story,	- reads the same story. - Read more simple sentences with increasing fluency and expression. - Show an understanding of basic punctuation like, full stops and capital letters (when reading aloud). - Read own writing. - Read independently books read in Shared Reading sessions like, simple picture story books and books from the classroom reading corner. - Talk about texts (e.g. stories) using terms such as beginning,	- punctuation when reading aloud. - Reads own writing, starting to correct errors. - Reads independently books read in Shared Reading sessions, simple picture story books and books from the classroom reading corner. - Read own writing to correct errors. - Read silently and aloud from fiction and simple non-fiction books at own level in a guided reading group with teacher. - Use sight words, phonics, contextual and structural analysis, and comprehension skills to make meaning and to self-correct.
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				- identifying the main idea and characters. - Sequence the events in the story.	- middle, end, sound, word, letter, rhyme. - Recognises cause and effect in a story.	- Read independently such as stories and short informative texts. - Play reading games and complete crosswords. Give an opinion on what was read.
- The foetus listens to all the languages that are spoken in the household. - Sounds are heard and this helps the newborn child to recognise the sounds of the languages of the household.	- Play simple games with sounds for example, repeating sounds in nature and also words and rhymes. - Through play recognise the different sounds heard and repeat. - Reproduce the sounds heard.	- Play simple games with sounds for example, repeating sounds in nature and also words and rhymes. - Reproduce sounds/ words (nursery rhymes). - Communicate feelings and needs.	- Identify letters and sounds of the alphabet. - Relate sounds to letters and words. - Construct familiar words/ commonly using sounds and letters (e.g. papa/etc...). - Recognise the differences in sounds and pronunciation in the three languages. - Orally identify and locate the position of letters	- Understands that words consist of more than one sound (e.g. sat - s-a-t done aurally) - Begin to recognise that words are made up of sounds e.g. the beginning letter/s of his/her name. - Identify rhyming words in well known rhymes and songs. - Segment oral sentences into individual words. - Divide multisyllabic	- Identify letter-sound relationships of all single letters. - Build words using sounds learnt. - Use consonant blends to build up and break down words. - Recognise plural form and word endings aurally where applicable. - Recognise plural form endings of English and	- Spell correctly using letter names knowledge. - Build words using phonic sounds acquired during the year. - Classify common words into sound families.

			in the middle of familiar words. Orally identify and locate the position of letters at the end of familiar words.	words into syllables. - Recognise aurally and visually some initial consonants and vowels, especially at the beginning of a familiar word. - Recognise the complexity of some familiar words (blended or doubled consonants).	French and specific plural forms for Creole. Discriminate sound differences in the three languages.	
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Communication and Language Development Outcome 4: Children record their experiences and ideas through language, sounds, art, drama and play and later on writing.						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to						
Be prepared for recording experience	Make sounds to tell of their experiences and express feelings for example,	- Talk about experiences for example, <i>'I like....'</i> - Begin to name	- Start to write (or draw) letters. - Start to name the letters. - Act out	Begin to form letters (e.g. using finger painting, paint brushes, thick wax	- Draw pictures to convey a more complex message. - Copy one	- Contribute ideas and words for a class story (Shared Writing). - Write a simple

s by the family's consciousness of the importance of 'writing'. and for the mother to - Record responses to his/ her world through sound and movement; that this is the beginning of 'reading' and needs to be supported. - Be supported by the father, the families and by the ante- and post-natal clinic and other	- crying, laughing. Illustrate with crayons and fingers on paper and sand. (scribbling) - Have experiences with many types of media to make marks (crayons, clay, spinach,).	own illustrated scribbles. - Develop eye-hand co-ordination by playing catching and throwing games. - Thread and handle simple tools for example, spoons, spades, and watering cans. - Develop a firm pencil grip. - Draw simple and familiar objects in the environment that he / she has interacted with, for example, fruits. - Illustrate and name some scribbles as 'writing', which they 'read' out. - Ask adults to write down his/ her story of the drawing. - Develop fine	experiences in make believe play. - Ask for short and simple stories to be written down. - Trace simple outlines of pictures, patterns and the letters in her own name. - Form letters using finger painting, paint brushes and thick wax crayons. - Copy patterns, words and letters. - Remove and place large stickers representing familiar objects on paper. - Draw circles, faces and human figures while naming them, for example, as himself/herself. - Use a range of writing tools (for example,	crayons). - Trace simple outlines of pictures. - Trace own names and patterns. - Copy patterns, words and letters. - Use a range of writing tools (e.g. paint brushes, thick wax crayons). - Draw and write using a correct sitting position. - Draw pictures to convey a simple message, (e.g. own news). - Begin to copy letters and numerals from the environment in own writing. - Show enthusiasm towards learning to write. - Begin to observe conventions of directionality, (e.g. writes from left to right, top to bottom of	sentence of news from the board/chart correctly. - Write a message on a card, e.g. a get well card. - Write at least three sentences of own news or creative story, using capital letters and full stops. - Begin to use present and past tense correctly in short sentences. - Write plurals of familiar words in English, French and specific Kreol forms. - Spell common simple words correctly. - Attempt to spell unfamiliar	poem. - Write at least two paragraphs (ten sentences) on stories heard, personal experiences or events. - Make use of the writing process (drafting, writing and editing). - Use correct punctuation (full stops, commas, question marks and exclamation marks) - Use present, past and future tenses correctly. - Use prepositions, nouns, verbs and pronouns correctly. - Use a Kreol, English or French dictionary for beginners.
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relevant services.		(small) muscle skills through finger play (for example, play dough).	paintbrushes, and thick wax crayons). • Role plays writing in play situations. • Make greeting cards, spontaneously copy print from the environment, (e.g. labels on common household products) when playing.	page). • Write short letters. • Dictate story as the teacher writes. • Begin to use present and past tense orally.	words using phonic knowledge. • Build own word bank and personal dictionary.	
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Early Mathematics Outcome 1:						
Children show awareness of and are responsive to Number and Counting						
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and, opportunities for the child to						
Counting						
Refer to ELDA on Wellbeing, Identity and Belonging and Communication	- Imitate adults begin to repeat counting words. - Listen to adults use number names e.g. I have one teddy bear for you. - Listen to number rhymes and songs. - Play finger games involving counting.	- Say some counting words. - Use language such as ‘lots’ and ‘few’ as they play. - Use the immediate environment to encourage thinking and talk on numbers and counting e.g. “I found your favorite toys. Here is one and here is another one” - Find the difference between	- Use number languages – more, less, many, few, before, after. - Estimate how many objects they can see and check by counting them, count aloud in ones. - Count up to at least five objects by saying one number name for each item. - Begin to represent numbers using fingers, marks on paper or	- Count concrete objects. - Estimate and count to at least 19 everyday objects reliably. - Count forwards and backwards in ones from 1 to 10. - Use number rhymes and songs. - Say and use number names in familiar context e.g., during routines – snack time.	- Count concrete objects - Estimate and count to at least 100 everyday objects reliably - Count forwards and backwards in ones, from any number between 0 and 100 (<i>50 if it will be taught in Kreol</i>) using resources such as the number chart. - Count by grouping using	- Count concrete objects - Estimate and count to at least 200, everyday objects reliably. - Count forwards and backwards in two’s from any number between 0 and 100 using resources such as the number chart. - Count by grouping using the number chart (any number up to 10). - Count forwards and backwards in: ➤ 1s from any number between 0 and 100. ➤ 10s from any multiple of 10 between 0 and 100.

		quantities – recognising that a group of objects is more than having one alone.	pictures. • Select the correct numeral to represent 1 to 5. • Rote count in an irregular arrangement of up to ten objects.	• Participate in chorus /rote counting from 1.	number charts (e.g. in 2's, 5's and 10's starting from any number) • Count forwards in: ➤ 10s from any multiple of 10 between 0 and 100. ➤ 5s from any multiple of 5 between 0 and 100. ➤ 2s from any multiple of 2 between 0 and 100.	➤ 5s from any multiple of 5 between 0 and 100. ➤ 2s from any multiple of 2 between 0 and 100. ➤ 3s from any multiple of 3 between 0 and 100
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Work with Numbers						
	• Respond to people and objects in the environment. • Identify the people, toys and	• Gain awareness of one-to-one correspondence through everyday situations, for	• Show curiosity about numbers by offering comments or asking questions. • Use some	Number recognition • Recognise, identify and read number symbols 1 to 10.	Number recognition • Recognise, identify and read number symbols 0 to 100.	Number recognition • Recognise, identify and read number symbols 0 to 1000. • Write number symbols 0 to 1000. • Recognise, identify

	experiences that create enjoyment. • See favorite things displayed in a bright and lively environment, which can easily be seen. • Notice changes in groupings of objects, images or sounds through adult support. • Listen to adults explain things in different places such as the garden, the changing area or where they have meals. • Develop an awareness of number names through their enjoyment of action rhymes and songs that	example, doing up a shirt, one hole for each button. • Gain awareness of sorting through categorizing belongings, starting with 'mine' or 'mummy's. • See how and demonstrate how counting helps us to find out how many. • Show some understanding of 1 and 2, especially when the number is important for them. • Create and experiment with symbols and marks. • Listen to adults talk	number names and number language spontaneously in play. • Match number and quantity correctly (at least 5). • Recognise groups with one, two or three objects. • Show understanding of the significance of number in relation to the self e.g. I am three years old. • Share personal numbers such as house or telephone number or the number of people in their family. • Estimate, for example, how	• Describe whole numbers up to 19. • Compare which of two given collection of objects is big, small, smaller than, greater than, more than, less than, equal to, most, least, fewer up to 10. • order more than two given collections of objects from smallest to greatest up to 10 • develop an awareness of ordinal numbers e.g. first, second, third up to tenth and last • Use ordinal numbers to	• Recognise, identify and read number names 0 to 20. • Write number symbols 0 to 100. • Write number names 0 to 19. • Describe and compare, order objects up to 20 using most, least, equal to. • Describe and compare whole numbers according to smaller than, greater than and more than, less than, is equal to. • Describe, compare and order numbers to 99. • Describe and order numbers from smallest to greatest and greatest to smallest.	and read number names 0 to 100. • Write number names 0 to 100. • Describe and compare whole numbers up to 999 using smaller than, greater than, more than, less than and equal to • Describe, compare and order numbers to 999. • Describe and order whole numbers up to 999 from smallest to greatest and greatest to smallest. • Use ordinal numbers to show order, place or position up to 20. • Position objects in a line from first to twentieth or first to last e.g. first, second, third...twentieth
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	relate to their experiences of numbers.	about how symbols and marks stand for numbers and quantities. • Use some number language, such as ‘more’ and ‘a lot’. • Recite some number names in sequence.	many cups are needed for snack time. • Identify how many objects there are in a set • Use ordinal numbers in different situations.	show order place or position.	• Describe and compare collections of objects according to most, least, equal to. • Describe and order collections of objects from most to least and least to most. • Use ordinal numbers to show order, place or position up to 99. • Position objects in a line from first to tenth or first to last e.g. first, second.	
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Calculate						
	- Be valued as logical thinkers from birth. - Enjoy games when objects are shown, then hidden away. - Listen to actions being named and events being explained to them. - See and hear the sequence of actions in familiar routines. - Create awareness that things exist, even when out of sight. - play games such as peek –a-boo or comment when a puppet	- Classify by organising and arranging toys with increasing intent. - Categorize objects according to their properties. - Help with domestic tasks e.g. to put all the pieces of apple on one dish and all the pieces of pear on another for snacks. - Use pictures or shapes of objects, to indicate where things are kept and work out where things belong. - Make	- Compare two groups of objects, saying when they have the same number and quantity. - Show an interest in number problems. - Demonstrate language such as ‘same as’, ‘less’ or ‘fewer’. - Separate a group of three or four objects in different ways. - Recognise concept of total e.g. altogether I have ... - Use pictures and objects to illustrate	- Use own methods to work through a problem. - Say the number that is one more/one less than a given number. - Find the total number of items in two groups by counting all of them. - Select two groups of objects to make a given total of objects - Solve verbally stated addition and subtraction problems with solutions up to 10.	Use the following techniques when performing calculations: - Drawings or concrete apparatus e.g. counters. - Build up and break down numbers. - Find the relationship between addition and subtraction/de composition. - Select three or more groups of objects to make a given total of objects within 20. - Double as the inverse of halves in numbers up to	Use the following techniques when performing calculations: - Drawings or concrete apparatus e.g. counters. - Build up and break down numbers. - Double as the inverse of halves in numbers up to 100. Use number lines supported by concrete apparatus to:- - Add to 100 up to 3 figures regrouping units and tens. - Subtract from 99 any 2 digits number. - Share equally to up to 50 items/objects. - Practice number bonds to 20. - Multiply numbers 1 to 10 by 2, 10, 5, 3

	pops out of a sock. • Listen to explanations e.g. how to get their sock back from where it has fallen.	comparisons between quantities. • Know that a group of things changes in quantity, when something is added or taken away. • Play games which relate to number order, addition and subtraction, such as hopscotch and skittles.	counting.	• Count repeated groups of the same size. • Demonstrate the understanding of fair shares.	20. Use number lines or 100 squares supported by concrete apparatus to:- • Add to 100 regrouping/renaming units only. • Subtract from 99 (single digits with and without regrouping). • Use appropriate symbols (+, -, =,). • Practice number bonds to 10. • Add the same number repeatedly to 50. Fractions • Find halves in flat shapes and sets up to 20.	and 4 to a total of 100. • Use appropriate symbols (+, x, -, ÷ =). Fractions Find halves and quarters in flat shapes and sets up to 50.
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Place Value						
					- Representation of place value of at least two-digit numbers up to 20 and later to 99. - Decompose two-digit numbers into multiples of 10 and ones/units.	- Representation of place value of at least three-digit numbers to 999. - Decompose three-digit numbers up to 999 into multiples of 10/100 and ones/units. - Identify and state the value of each digit.
Mental Maths						
				Number concept: Range 10 - Name the number that comes before/after. - Count everyday objects. - Count forwards and backwards. - Do ordinal counting. - Clap hands many/few	Number concept: Range 100 - Name the number before and after a given number. - Order a given set of selected numbers. - Compare numbers up to and say which is 1 and 2 more or less. - Rapidly recall	Number concept: Range 1000 - Order a given set of selected numbers. - Compare numbers up to 1000 and say which is 1, 2, 3, 4, 5 and 10 more or less. - Rapidly recall addition and subtraction facts to 50. - Add or subtract multiples of 10 from 0 to 1000.

				times. Name which actions/objects are most/least/ more /fewer.	addition and subtraction facts to 20. - Add or subtract multiples of 10 from 0 to 100. - Use calculation strategies to add and subtract efficiently. - Order number from largest to smallest (vice versa). - Doubles and halves. - Build up and break down numbers. - Use the relationship between addition and subtraction/de composition). - Double as the inverse of halves in	- Use calculation strategies to add and subtract efficiently: - order number from largest to smallest(vice versa) - double and halve - build up and break down subtract numbers. - Use relationship between addition and subtraction to calculate. - Double as the inverse of halves in numbers up to 50. - Find halves in sets up to 50.
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					numbers up to 20. Find halves in sets up to 20.	
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Early Mathematics Outcome 2: Children work with Patterns and do Data Handling.						
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and, opportunities for the child to						
Make and Identify Patterns- Geometric Patterns						
	- Look at patterned objects e.g. horizontal stripes on a blanket. - Discover and repeat bodily actions e.g. sucking, grasping. - Repeat actions such as	- Sort by shapes and colour. - Categorize self by looking at one attribute e.g. boy and girl. - Notice simple shapes and patterns in picture. - Find objects that are the	- Have attention drawn to pattern in the immediate environment. - Collect two things that are the same and find something different. - Categorize objects by using different	- Copy and extend simple patterns using physical objects, sand play and drawings (e.g. using colours and shapes /attributes). - Look for patterns in the environment.	- Copy, extend and describe in words simple patterns, made with physical objects and simple patterns made with drawings of lines, shapes or objects. - Create own	- Copy, extend and describe in words simple patterns made with physical objects and complex patterns made. with drawings of lines, shapes or objects. - Create and describe own patterns with objects by drawing lines and shapes.

	shaking the rattle. • Imitate simple actions. • Categorize objects by appearance e.g. grouping toys together. • Identify familiar family members in photographs.	same e.g. building blocks. • Participate in pattern making activities e.g. boy, girl, boy, girl.	attributes. • watch adults create simple patterns. • Begin to copy patterns. • Create simple patterns using colours/shapes .	• Talk about patterns. • Listen to others, ideas of patterns. • Display patterns. • Create a pattern.	patterns with physical objects by drawing lines, shapes or objects. Patterns around us • Identify, describe in words and copy geometric patterns, in nature from modern everyday life and from cultural sites.	Patterns around us • Identify, describe in words and copy geometric patterns in nature from modern everyday life and from cultural sites.
Make and Identify Patterns- Number Patterns						
				• Use play to try out a number pattern. • Listen to a demonstration on how to create a simple number pattern. • Use number symbols to create a pattern e.g.	• Copy, extend and describe simple number sequences to at least 100. • Create and describe own patterns (numbers, shape etc...).	• copy, extend and describe simple number sequences to at least 200 • Create and describe own patterns.

				1,2, 1,2,1,2.		
Data Handling						
			Collect and organise objects - Collect and sort everyday physical objects. - Represent sorted collection of objects. - Draw a picture of collected objects. - Discuss and report on sorted collection of objects. - Answer questions about how the collection was sorted.	Collect and organise objects - Collect and sort everyday physical objects. - Represent sorted collection of objects. - Draw a picture of collected objects. - Discuss and report on sorted collection of objects. - Give reasons of how collection was sorted. - Answer questions about how the sorting was done (process) what the sorted collection looks like (product). - Describe the collection and/drawing. Represent data	Collect and organise data - Collect data about the class or school to answer questions. - Collect data about other things in the environment. Represent data - Represent data in pictograph - limited to pictographs with one-to-one, then extending to double and halves correspondence. - Analyze and interpret data. - Answer questions about data in pictograph limited to pictographs with one-to-one, then extending to double and halves correspondence.	

		• Represent data in pictograph - limited to pictographs with one-to-one correspondence . • Analyze and interpret data • Answer questions about data in pictograph limited to pictographs with one-to-one correspondence .	
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Early Mathematics Outcome 3: Children explore Shape, Space and Measurement.						
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and, opportunities for the child to						
Work with Shape and Space						
Refer to ELDAs on Wellbeing, Identity and	• Develop an awareness of shape, form and texture, as	• Fit shapes into spaces on inset boards or jigsaw	• Play with shapes or make arrangements	• Show curiosity about shapes by talking, about how	• Describe the position of one object in relation to	• Describe the position of one object in relation to another e. g. on top of, in front

Belonging and Communication	people and things are encountered in the environment. • Listen and talk about things of interest. • Find out what toys are like and can do through handling objects. • Recognise big things and small things. • Play games that involve curling and stretching, popping up and bobbing down. • Listen to adults talk about what objects are like and how objects, such as a sponge, can change their shape by being	puzzles. • Take part in sand and water play. • Use blocks to create his/her own simple structures and arrangements. • Create different arrangements in the layout of road and rail tracks. • Experience patterns in daily activities and routines. • Touch, see and feel shape through art, music and dance. • Notice simple shapes and patterns in pictures.	with objects. • Show awareness of similarities in shapes in the environment. • Observe and use positional language – top, down. • Understand ‘bigger than’ and ‘enough’. • Demonstrate the language for shape, position in discussions, for example, ‘ball shape’, ‘box shape’, ‘in’, ‘on’, ‘inside’. • Find out and use equivalent terms for the measures in home languages. • Talk about the shapes they see and use and how they	they are, the same or different. • Match some shapes by recognising similarities and orientation. • Find items from positional or directional clues. • Use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. • Match sets of objects to numerals that represent the number of objects. • Sort familiar	another e. g. on top of, in front of, behind, left, right, up, down, next to Range of objects • Recognise and name 3-D objects in the classroom and in pictures; ball shapes (spheres) and box shapes (prisms). Features of objects. • Describe, sort and compare 3-D objects in terms of: size, colour, objects that roll, objects that slide. Focused activities • Observe and build given 3-D objects	of, behind, left, right, up, down, next to Position and views • Recognise different view of the same everyday object. Position and directions • Follow directions to move around the classroom. Range of objects • Recognise and name 3-D objects in the classroom and pictures: ball shapes (spheres), box shapes (prisms), cylinders. Features of Objects • Describe, sort and compare 3-D objects in terms of: size, objects that roll, objects that slide. Focused activities • Observe and build given 3-d objects using concrete materials, such as
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	squeezed or stretched.		are arranged. • Talk about the shapes of everyday objects.	objects to identify their similarities and differences; making choices and justifying decisions. • Use familiar objects and common shapes, to create and recreate patterns and build models. • Develop awareness of symmetry.	using concrete materials such as, building blocks; recycling material, construction kits. Symmetry • Recognise symmetry in own body. • Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.	cut-out 2-D shapes, building blocks, recycling material, construction kits, and other 3-D geometric objects. Range of Shapes • Recognise and name 2-D shapes: circles, triangles, squares and rectangles. Symmetry • Recognise, and draw line of symmetry in 2-D geometrical and non-geometrical shapes.
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Work with Measurement – Of Time						
	• Hear sound and see things	• Recognise some special	• Recall special events	Passing of time • Talk about	Passing of time • Talk about the	Telling the time • Name and sequence

	that are of interest e.g. seeing the adult, hearing the sound of a familiar voice. • Get to know and enjoy daily routines e.g. waking up, meal time, nappy change and nap time. • Link key actions with daily routines. • Listen to short stories about routines e.g. eating my food.	times in their lives e.g. birthdays. • Listen to words related to time e.g. now, later. • Hear adults say and use language such as today, tomorrow. • Make attempts to repeat words. • Take part in making a book of photographs which has special occasions. • Role plays a routine e.g. bed time. • Have attention drawn to specific times e.g. going outside for a walk.	experienced e.g. going for a wedding. • Talk about what others are doing. • Talk about past and future events with starters such as yesterday I..., on Friday I will... during the holidays we will....	things that happen during the day and things that happen during the night. • Sequence events that happen during the day and order regular events from their own lives. • Sequence events using language such as yesterday, today, tomorrow.	passing of time. • Order regular events from their own lives. • Sequence events using language such as, yesterday, today and tomorrow. Telling the time • Name and sequence days of the weeks and months of the year. • Place birthdays and other important familiar events on a calendar and describe when something happens using language e. g. morning, afternoon, night, early,	days of the weeks and months of the year. • Place birthdays, religious festivals, public holidays, historical, school and other events on a calendar. • Use calendars to calculate and describe lengths of time in days and weeks. • Tell 12-hour time in hours, half and quarter hours. • Calculate length of time and passing of time in hours, half and quarter hours.
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				Compare lengths of time using language e.g. longer, shorter, faster,	late. - Tell 12-hour time in hours and half hours. - Calculate length of time and passing of time in hours and half hours. - Compare lengths of time using language e.g. longer, shorter, faster and slower.	
Work with Measurement – Length						
	- Search with eyes for the source of sound. - Listen to language related to length e.g. mummy is tall. - Imitate actions of adults. - Listen to	- Begin to categorize objects according to properties such as length. - Understand variations in length. - Begin to use some words that describe	- Order two or three items by length or height. - Show awareness of similarities of things. - Observe and use positional	Informal measuring Compare and order the length, height or width of two or more objects by placing them next to each other.	Informal measuring - Compare and order the length, height or width of two or more objects by placing them next to each other - Use language	Informal measuring - Estimate, measure, compare, order and record length using nonstandard measures e.g. hand spans, paces, pencil lengths, counters. - Describe the length of objects by counting and stating the length in informal

	action songs, which include words such as tall, short, follow simple directions e.g. come towards me.	length. - Sort out things where adults draw attention to differences in length. - Measure for a purpose, such as finding out whether a doll will fit in a bed.	language to show some understanding of length. - Use play activities to show knowledge and understanding of length. - Continue to measure for a purpose.	Use language to talk about the comparison e.g. longer, shorter, taller, wider.	to talk about the comparison e.g. longer, shorter, taller, and wider. - Estimate, measure, compare, order and record length using nonstandard measures e.g. hand spans, paces, pencil lengths, counters. - Describe the length of objects by counting and stating the length in informal units	units. Introducing formal measuring Estimate, measure, compare order and record length using meters (either meter sticks or meter lengths of string) as the standard unit of length.
Work with Measurement – Mass						
	- Develop an awareness of shape, form and texture. - Explore people and things in the environment. - Feel, grasp and	- Use play activities to explore mass. - Use a variety of material and equipment to experience concepts such as light and	Use sand and water play to show awareness of language related to mass.	Compare and order the mass of two or more objects by feeling them or using a balancing scale	Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures e.g. blocks, bricks.	- Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures e.g. blocks, bricks. - Describe the mass of objects, by counting

	handle objects. • Listen to language associated with mass.	heavy.	• Talk about things that are heavy and light. • Show interest in mass by sustained activity. • Make creations to show understanding of concepts related to mass e.g. light and heavy.	• Use language to talk about comparison e.g. light, heavy, lighter, heavier.	• Describe the mass of objects, by counting and stating the mass in informal units. • Use language to talk about the comparison e.g. light, heavy, lighter, heavier	and stating the mass in informal units. • Use language to talk about comparison e.g. light, heavy, lighter, heavier. Introducing formal measuring • Compare order and record the mass of commercially packaged objects which have their mass stated only in kilograms e.g. 2 kilograms of rice and 1 kilogram of flour. • Measure own mass in kilograms using a bathroom scale.
Work with Measurement – Capacity / Volume						
	• Develop an awareness of shape, form and texture, people and things in the environment encountered. • Find out what objects and equipment can do. • Listen to	• Use items such as cups, margarine tubs in sand and water play to empty and fill them. • Fill moulds with sand and create shapes. • Continue to listen to and imitate adults	• Fill water and sand in containers and talk about actions. • Create shapes from moulds. • Use language related to capacity to describe	• Compare and order the amount of liquid, (volume) in two containers placed next to each other. • Check by pouring into a third container if necessary. • Compare and	• Compare and order the amount of liquid (volume) in two containers placed next to each other • Check by pouring into a third container if necessary	• Estimate, measure, compare, order and record the capacity of containers (i.e. the amount the container can hold if filled) by using non-standard measures e.g. spoons and cups.

	adults using language related to capacity.	use of language related to capacity.	creations – more less, spilling over.	order the amount of liquid that two containers can hold if filled (capacity). • Use language to talk about comparison e.g. more than, less than, full, empty.	• Compare and order the amount of liquid that two containers can hold if filled (capacity). • Talk about comparison e.g. more than, less than, full, empty. • Estimate, measure, compare, order and record the capacity of containers using non-standard measures e.g. spoons and cups.	• Begin to use formal measures e.g. litres and half litres.
Work with Money						
				• Develop an awareness of Seychellois coins and bank notes.	• Recognise and identify the Seychellois coins and bank notes. • Recognise equivalence of 1 cent coin in 5 cents, 10	• Recognise and identify all Seychellois coins and bank notes. • Recognise equivalent of Seychelles coins up R1 • Solve money

					cents, 25 cents and R1 Seychellois coins Solve money problems involving totals and change within number range for grade.	problems involving totals and change within number range for grade.
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Early Learning and Development Area 4 Early Mathematics						
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Early Mathematics Outcome 4: Children make Sense of Problems; Use Logical Reasoning and Perseverance to Solve them.						
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and, opportunities for the child to						
	- Search with eyes for sources of sound. - Watch the hands and feet. - Explore actions of the hands and feet. - Recognise people by their voice. - Follow simple one step	- Participate in play activities. - Find objects that have been moved whilst out of sight. - Solve problems with	- Follow two step directions e.g. first take your lunch box and then go to your seat. - Perform self-selected activities, for a longer period of time. - Coordinate imaginative play with other	Use the following techniques up to 19: - Concrete apparatus e.g. counters. - Physical number ladder. - Addition and subtraction. - Solve word	use the following techniques when solving problems and explain solutions - Concrete apparatus e.g. counters. - Pictures to draw the story sum. - Build up and	Use the following techniques when solving problems and explain solutions to problems: - Drawings or concrete apparatus e.g. counters. - Build up and break down of numbers. - Double and halve. - Solve word problems in context and

	directions. • Look for hidden objects. • Make attempts to find objects that are hidden.	adult support. • Perform self - selected activities for a short while.	children.	problems (story sums) in context and explain own solution to problems, involving addition and subtraction with answers up to 10. • Repeat addition leading to multiplication. • Grouping and sharing leading to division. • Solve and explain solutions to practical problems in context, (story sums) that involve equal sharing, grouping with whole numbers up to 10 and answers that may include	break down numbers. • Double and halve number lines supported by concrete apparatus. • Solve word problems in context and explain own solution to problems, involving addition and subtraction with answers up to 20. • Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 20. • Solve and explain solutions to practical	explain own solution to problems, involving addition and subtraction with answers up to 99. • Solve word problems in context and explain own solution to problems using repeated addition and multiplication with answers up to 50. • Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50 with answers that may include remainders. • Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions. • Solve and explain solutions to practical problems in all mathematical concept and context.
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				remainders. • Use sharing as a lead to fractions.	problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders. • Solve and explain solutions to practical problems in all mathematical concept and context	
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Early Learning and Development Area 5 Creative Arts				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Creative Arts Outcome 1: Children create solutions to challenges through Music.				
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
- Be born into a family where music, is recognised as an important way of learning. And for the mother to - With the support of the father, families and ante- and post- natal services, to prepare for a play-based approach to the child's learning and development focusing upon music.	- Listen to rhymes, lullabies and simple songs. - Hum rhythmic singing and speaking. - Make sounds in a variety of ways (example using rattles and beating drums). - Use their body to express feelings in music.	- Listen to music from the radio and to clapping. - Make sounds in a variety of ways, example, blowing, scrapping, plucking and shaking. - Listening for sounds and rhythms for example, high, low, fast, slow, three and four beats. - Playing instruments like drums, shakers, rattles and triangles. - Respond expressively to music in own way. - Spontaneously hums and sings syllables.	- Listen to music –a range of styles and from different cultures. - Recognise instrument from their sound. - Sing and clap at the same time. - Play in a structured and cooperative way in a percussion band (drums, shakers, triangles) along to music from the radio or singing. - Sing a range of songs and rhythms from memory. - Understand that music and sounds can be made in a variety of ways. - Enjoy listening to and making music. - Express moods and ideas through movement and song (for example, an angry lion, a hungry	- Listen to a song and express freely, without fearing criticism of their feelings. - Use voice and instruments spontaneously to make musical sounds. - Explore and experiment with their voice. - Name and play different musical instruments at the direction of the teacher. - Experience using voice (singing/speaking, movement, music). - Express moods and ideas through movement and song (for example, an angry lion, a hungry mouse). - Use music to depict own interpretations and experiences in each of the other ELDAs.

Early Learning and Development Area 5 Creative Arts				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
			mouse). - Express their response to music physically with increasing coordination and control and imagination. - Identify different musical instruments. - Respond expressively to music in own way.	- Discuss musical experiences with other children and adults. - Recall simple musical vocabulary and use it appropriately. - Interpret music. - Compose simple songs and rhymes using own words together with the adult or with other children.

Creative Arts Outcome 2: Children create solutions to challenges through Dance.				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
- Be born into a family where dance is recognised as an important way of learning. And for the mother to - With the support of the father, families, ante- and post- natal services, to prepare for a play-based approach to the child's	- Dance with an adult holding them. - Shake to the rhythm of the music. - Use scarves and ribbons to dance with. - Express their feelings through the dancing movement.	- Dance to music from the radio and to clapping. - Imitate dance movement. - Apply a sequence of simple movement while dancing. - Express dance ideas using a repertoire of movement, such as marching, skipping, swinging, twisting, and	- Dance sing and clap at the same time. - Use scarves and ribbons and other materials to dance with. - Invent dance steps to come up with ideas of dance. - Recognise the different types of dances (individual, cultural, traditional, ring games).	- Recall vocabulary such as swinging, skipping, direction, marching. - Express movement appropriately. - Use practices and technologies of different dance forms, genre and styles. - Express moods and ideas through movement and

learning and development focusing on dance .		- twirling. - Recognise dancing patterns.	- Recall vocabulary, such as swinging, skipping, direction, marching to express movement appropriately. - Adapt movement to different rhythms and speed. - Use space and spatial awareness in different dance situation (hall, outside).	- song (for example, an angry dog, a hungry cat). - Create dance ideas derived from sources such as imagination, feelings, experiences, or given situation collaboratively. - Use dance to depict her own interpretations and experiences in each of the other ELDAs. - Discuss dance experiences with other children and adults. - Reflect on and evaluate their own dance.
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Creative Arts Outcome 3: Children create solutions to challenges through Drama.				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
- be born into a family where drama is recognized as a favored way of learning through play And for the mother to - with the support of the father, families and ante-	- Explore the surroundings and set up problems to resolve through imitative play. - Take on roles when playing alone, next to other children, with an adult, then by watching older children play, then	- Find solutions to sharing and cooperating through make believe play. - Act out the different roles of people in the home. - Mime different feelings - Role play different characters - Talk about the challenges	- During make believe play take on roles with rules when solving a problem. - Observe people in different roles. - Talk about the various roles people play in society - Use appropriate language for specific roles.	- Explore the types of facial expression, sounds, and body movement used to express feelings in a scene - Explore the voice, movement, gesture, and facial expression through basic exploration of specific role play.

and post- natal services, to prepare for a play-based approach to the child's learning and development focusing upon drama.	- older babies may play with other children - Start to act out situations that she/he has experienced for example, playing 'Mummy', 'Daddy', 'House', 'Doctors'.	involved when role playing different characters. Hold a conversation.	- Take any role with confidence E.g. boys taking on the female role vice versa) - Take on roles with rules that govern them to solve a problem - Invent stories and act out.	- Take and sustain a simple roles in drama where the teacher is also in role - Continue to have opportunities during the school day, involve in drama as part of make believe play related to other ELDAs - Participate in a range of creative and imaginative role play situations, by creating invented situations on their own and with others - Respond in role play to the dramatic play of others and to the teacher. - Act out a range of drama strategies including, storytelling freeze frame, tableau.
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Creative Arts Outcome 4: Children create solutions to challenges through Visual Arts Activities.				
0 to 3 months	3 to 18 months	18 to 36 months	3 to 4 years (Crèche 1) 4 to 5 years (Crèche 2)	5 to 6 years (Primary 1) 6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to				
Be born into a family where creating visual art	Create marks in sand and in mud with their fingers.	Start to draw recognisable circles and	Draw rounded human figures and animals and	Use imagination in working with different

is seen as an important way to make meaning of the world. And for the mother to • With the support of the father, families, ante- and post- natal services, to prepare for a play-based approach to the child's learning and development through visual arts.	• Scribble on paper with thick wax crayons and gradually name the scribbles. • Start making circular scribbles and line scribbles and gradually start to name them. • Play with clay and dough and name their products. • Can concentrate for a short time only in visual art activities (5 minutes at the most).	lines and human face shapes. • Roll clay, dough, into 'snakes' and balls. • Start to cut out and paste.	plants with much detail • Draw a ground line and a sky line • Draw and paint complex pictures of 'real life' (e.g. a dolphin that she has seen) and of stories and fantasy scenes • Model detailed figures and shapes with clay, dough etc.. • Tell stories about her work and give explanations • Apply problem-solving techniques to different situations (with prompting) • Enjoy creative work.	materials. • Apply creativity and imagination to depict personal experiences, using senses, emotions and observations. • Develop skills through enjoyable, experiential processes, rather than on working towards highly polished products. • Use creative, intellectual, emotional and social skills in each visual art experience. • Develop sensory-motor skills, fine and large motor co-ordination in developing visual art processes. • Use visual art to depict own interpretations and experiences in each of the other ELDAs. • Develop the concept of shape in space through joining pieces of clay, gluing or pasting of paper onto paper, cuttings of shapes, folding, tying and wrapping. • Use and talk about lines, shapes and colours. • Draw confidently, knowing that there is no 'right' way
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				to. • Express freely, without fearing criticism . • Discuss his/her work with other children and adults.
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Early Learning and Development Area 6 Knowledge and Understanding of the World						
0 to 3 months	Birth to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Knowledge and Understanding of the World Outcome 1: Children explore and investigate their life world						
Building on each stage, the parents, families and ECCE programmes can support each other and the child and create opportunities for the child to						
Refer to ELDAs on Wellbeing, Identity and Belonging and Communication	- Reach out to people (adults, children) and objects (rattle). - Use the senses to find out about different sounds in their immediate surroundings. - Use the senses to find out about different sounds by touching objects. - Play with a variety of objects. - Make choices about equipment and materials that interests them.	- Focus on specific features or processes e.g. grasping a toy and throwing it. - Talk with adults whilst doing an activity e.g. when a spoon is picked up. - Use other children as a source of information. - Play with materials that help exploration and stimulation of thinking e.g. Lego blocks, puzzles. - Build things e.g. towers,	- Explore the natural environment e.g. plants, animals, air and water. - Be curious about and interested in the features of objects (e.g. non-living and living things (e.g. pets). - Use the senses to talk about what is happening in the environment e.g. weather. - Show awareness of how things work (e.g. If I	- Deepen interest in specific things in the environment e.g. gardening and cooking. - Listen to gather information about the natural world e.g. fish and transport, storm, tsunami. - Participate in activities for environmental awareness e.g. reusing toilet /kitchen roll cartons for craft activities. - Use the method of investigation	- Continue to explore the environment through the senses e.g. changes in the weather patterns. - Read pictures words and phrases and books on the natural world. - Participate in activities for environmental education e.g. reduce, recycle and reuse. - Do simple investigations to find out about and identify the	- Extend interest in exploring the natural world and might show preferences for particular areas of investigation, e.g. weather changes and their effects. - Develop greater understanding of how specific human actions affect the environment. - Use the plan, do, review method to carry out investigations in a group. - Discuss plans with others. - Negotiate joint

Early Learning and Development Area 6 Knowledge and Understanding of the World						
0 to 3 months	Birth to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
		sandcastles. Ask questions to build understanding.	press a button (action) the toy will move (result). Care for a pet (fish-aquarium, rabbits).	to plan, do and review. -Ask questions about the investigation -Use show and tell to state what actions are planned. -Participate in the investigation by following instructions and explaining what is being done. -Use words, pictures, gestures and other items to explain what was done and observations made.	features of living things, objects and events that are observed. - Use the method of investigation, to plan, do and review in small groups. - Use a simple plan to find out about things that are of interest. - Carry out instructions within small groups and show or tell what is being done; observations made and results obtain. - Individually talk about what has been observed to increase curiosity for learning. Ask questions	understanding. - Decide on materials and resources. - Play a role in the group and carry out instructions. - Explain what is being done and answer the question, “What I am trying to find out?” (Ask and answer questions about the investigation). - Explain contribution to the group when task is over. - Use different ways to communicate own ideas and those of the group as a whole.

Early Learning and Development Area 6 Knowledge and Understanding of the World						
0 to 3 months	Birth to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
					about why things happen and how things work. Investigate similarities and differences in patterns and changes.	

Knowledge and Understanding of the World Outcome 2: Children explore design, make items and use technology (both ICT and mechanical)						
0 to 3 months	Birth to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to						
Refer to ELDAs on Wellbeing, Identity and Belonging and Communication	- Explore objects and materials using the senses. - Show interest in toys and resources that may include technology e.g. electronic toys. - Show awareness and interest in how things work – opening, closing,	- Build things through exploration, discovery and adult modelling and encouragement. - Investigate things to know how things happen – supported by adult explanations.	- Find out more about different construction materials and tools to be used for designing something. - Attach construction pieces to make something that can stand on its own. - Play with items	- Physically manipulate products to explore shape, size, colour and the materials they are made of. - Choose from a given range of materials or substances that can be used to make simple	- work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, - Investigate why products are made of particular	- Generate, develop, model and communicate ideas, through talking, drawing, templates, role play and where appropriate, information and communication technology. - Describe the main purpose of

	pressing of buttons and achieving effects such as sounds or movements. • Push and pull things.	• Show interest in turning on and operating electronic items. • Switch on items with adult guidance e.g. tape recorders, computers.	that are easy to operate e.g. cameras, torches • Operate mechanical toys, e.g. wind-up toy. • Turn on and operate some ICT equipment and control technology of toys with support from adults. • Listen to what ICT apparatus can do and learn how to use it in a safe manner. • Experiment with switching on iPods, computers, radio, television...	products. • Express own feelings about the products made. • Operate simple equipment, e.g. turn on CD player and use remote control. • Operate technological toys with knobs, pulleys, or real objects such as cameras or mobile phones. • Make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Talk about information gained from computers.	materials • Choose suitable material or substances to make simple products to satisfy a given need. • Make simple product from different materials. • Explain own feelings about the product made. • Make things work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Use a simple age appropriate programme on the computer /iPod. • Use machines like the printer with the help of adult to print own pictures.	different products. • Choose suitable materials or substances to make products. • Use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] under adult supervision. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, and classify according to their characteristics. • Express how products are going to be made. • Make products safely from different materials following given steps.
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						• Evaluate ideas and products against design criteria. • Use a variety of simple programmes that is age appropriate on the computer/iPod.
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**Knowledge and Understanding of the World Outcome 3:
Children explore and investigate time and place**

0 to 3 months	Birth to 18 months	18 to 36 months	3 to 4 years (Crèche 1)	4 to 5 years (Crèche 2)	5 to 6 years (Primary 1)	6 to 7 years (Primary 2)
Building on each stage, there are opportunities for the parents, families and ECCE programmes to support each other and the child and opportunities for the child to						
Time						
Refer to ELDAs on Wellbeing, Identity and Belonging and Communication	• Hear sound and see things that are of interest, e.g. seeing the adult, hearing the sound of a familiar voice. • Get to know and enjoy daily routines e.g. waking up, mealtime, nappy change and nap time. • Link key actions with daily	• Recognise some special times in their lives e.g. birthday. • Listen to words related to time e.g. now, later. • Use words they hear adults say and use language such as today, tomorrow. • Take part in making a book of photographs	• Recall special events experienced e.g. going for a wedding. • Talk about what others are doing. • Talk about past and future events with sentence starters such as yesterday I..., on Friday I will... during the holidays we	• Share personal experiences from the past and present. • Answer simple questions about stories of the past. • Retell stories about the past and draw pictures. • Use pictures to communicate ideas. • Respond to	• Answer simple questions about stories of the past. • Retell stories about the past, with guidance. • Draw pictures, make models, write and act out stories of the past. • Discuss own and other people's experiences in	• Get information from historical sources e.g. objects. • Answer simple questions about stories of the past. • Describe orally and in short sentences aspects of the past that have been learned from sources and make models. • Understand the difference between

	routines. Place - Find out more about the space around them using hands, feet and by rolling in a soft play area. - Listen to adults guiding their actions. - Go outdoors to observe people and things in the environment. - Listen to adults talk about favourite places through photographs and pictures.	for special occasions. - Role plays a routine e.g. bed time. - Practice easily routines and activities in relation to specific times e.g. going outside for a walk or play. Place - Explore the outdoor environment e.g. beach, garden and play ground. - Play with models in the form of fantasy /imaginative play e.g. a shop, a car.	will, with guidance. Place - Explore their immediate surroundings. - Comment on what they are doing and ask questions. - Describe features of objects to peers and adults. - Use play maps, objects and materials to make up own environments. - Identify basic needs (food, shelter, water, and clothing).	stories about the past (e.g. listen to a story about the past and make comments). Place - Talk about needs and wants. - Tell stories about objects and personal belongings that are valued. - Tell stories about familiar places in own geographical area or places visited. - Participate in activities that encourage understanding of direction, (e.g. left, right, in front, behind, on top of), and objects in relation to self and in relation to others.	the past and present. - Listen to a story of the past and make comments. - Begin to distinguish between fantasy and reality. - Talk about an object that represents the past (e.g. baby photographs or an item of the past). - Compare own age with the ages of others, and explain concepts such as old, young, older than, younger than. Place - Identify safe and unsafe places. - Talk about actions to prevent danger.	past and present, then and now with examples. - Explain concepts such as old, new, past, present, future. - Distinguish between fantasy and reality using more complex ideas. - Choose, describe and talk about an object that represents the past, (e.g. photographs or pictures of grandparents, or items used for cultural celebrations or for specific objects purposes). Place - Talk about important places in the community and obvious physical features.
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				• Talk about basic needs (food, shelter, water, clothing) and the resources that provide these needs. • Talk about using these resources sustainably e.g. close taps after use, switch off the lights when you leave the room etc...	• Discuss where and how to get help in various places (e.g. home, school, community). • Gain knowledge of contact details, place of residence, and people's experiences of places. • Listen to stories about the places that the other people live in – any two continents. • Talk about basic needs such as eating, breathing, drinking and shelter, and the resources that help to meet these needs. • Identify objects in relation to self and one another. • Participate in activities that	• Identify a variety of housing types in their immediate environment. • Talk about availability of resources such as space, water, electricity and transport. • Share ideas on the concept of a resource and the daily use and misuse of resources such as water, air, sun, wind, electricity, food personal transport routes and communications. • Identify areas of misuse of places in the local environment. • Discuss actions that could be taken to improve places in the local environment. • Talk about places using pictorial maps showing key
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					teach about distance, shapes, size, direction, height, width.	features and connections between them.
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Appendix 1 The Preamble to The Constitution of the Republic of Seychelles

CONSTITUTION OF THE REPUBLIC OF SEYCHELLES

Approved on 18 June 1993, Amended by Act No 14 of 1996

PREAMBLE

We, the People of Seychelles,

- a. Grateful to Almighty God that we inhabit one of the most beautiful countries in the world;
- b. Ever mindful of the uniqueness and fragility of Seychelles;
- c. Conscious of our colonial history before becoming an independent republic;
- d. Aware and proud that as descendants of different races we have learnt to live together as one nation under God and can serve as an example of a harmonious multi-racial society;
- e. Having attained national stability and political maturity despite the pressures of a sadly divided world;
- f. Desirous to build a just, fraternal and humane society in a spirit of friendship and co-operation with all peoples of the world;
- g. Recognising the inherent dignity and the equal and inalienable rights of all members of the human family as the foundation for freedom, justice, welfare, fraternity, peace and unity;
- h. Reaffirming that these rights include the rights of the individual to life, liberty and the pursuit of happiness free from all types of discrimination;
- i. Considering that these rights are most effectively maintained and protected in a democratic society where all powers of government spring from the will of the people;
- j. Exercising our natural and inalienable right to a framework of government which shall secure for ourselves and posterity the blessings of truth, liberty, fraternity, equality of opportunity, justice, peace, stability and prosperity;
- k. Evoking the blessings of the Almighty God;
- l. Solemnly declaring our unswaying commitment, during this our Third Republic, to
 - uphold the rule of law based on the recognition of the fundamental human rights and freedoms enshrined in this Constitution and on respect for the equality and dignity of human beings;
 - develop a democratic system which will ensure the creation of an adequate and progressive social order guaranteeing food, clothing, shelter, education, health and a steadily rising standard of living for all Seychellois;
 - participate actively in the sustainable economic and social development of our society;
 - exercise our individual rights and freedoms with due regard to the rights and freedoms of others and the common interest;
 - help preserve a safe, healthy and functioning environment for ourselves and for posterity;
- m. Hereby adopt and confer upon ourselves this Constitution as the fundamental and supreme law of our Sovereign and Democratic Republic.

Appendix 2 Children's Rights

The Convention on the Rights of the child adopted by the United Nations in 1989, spells out the basic human rights to which children everywhere are entitled.

The Republic of Seychelles ratified the Convention on 7 September 1990.

The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

It upholds the importance of parents' role and refers to it repeatedly throughout the document. It says that Government must respect the responsibility of parents for providing appropriate guidance to their children, including guidance as to how children shall exercise their rights. (ART.5)

The Convention is explicit about the fact that young people not only have rights, but also the responsibility to respect the rights of others, especially of their parents.

No.	Article
1.	Definition of a child - A child is recognised as a person under 18, unless national laws recognise the age of majority earlier.
2.	Non-discrimination - All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.
3.	Best interests of the child - All actions concerning the child shall take full account of his or her interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.
4.	Implementation of the rights - The State must do all it can to implement the rights contained in the Convention.
5.	Parental guidance and the child's evolving capacities - The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.
6.	Survival and development - Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.
7.	Name and nationality - The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.
8.	Preservation of identity - The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.
9.	Separation from parents - The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.
10.	Family reunification - Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child - parent relationship.
11.	Illicit transfer and non-return - The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.
12.	The child's opinion - The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.
13.	Freedom of expression - The child has the right to express his or her views, obtain information; make ideas or information known, regardless of frontiers.
14.	Freedom of thought, conscience and religion - The State shall respect the child's right

	to freedom of thought, conscience and religion, subject to appropriate parental guidance.
15.	Freedom of association - Children have a right to meet with others, and to join or form associations.
16.	Protection of privacy - Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.
17.	Access to appropriate information - The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.
18.	Parental responsibilities - Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child- raising
19.	Protection from abuse and neglect - The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.
20.	Protection of a child without family - The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.
21.	Adoption - In countries where adoption is recognised and/ or allowed, it shall only be carried out in the best interests of the child, and only with the authorisation of competent authorities, and safeguards for the child.
22.	Refugee children - Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the state's obligation to co-operate with competent organisations which provide such protection and assistance.
23.	Disabled children - A disabled child has the right to special care, education and training to help him or her enjoy a full decent life in dignity and achieves the greatest degree of Early Learning Framework-reliance and social integration possible.
24.	Health and health services - The child has a right to the highest standard of health and medical care attainable. States parties shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and strive to see that no child is deprived of access to effective health services.
25.	Periodic review of placement - A child who is placed by the state for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.
26.	Social security - The child has the right to benefit from social security including social insurance.
27.	Standard of living - Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parent and their children.
28.	Education - The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's right and dignity. The State shall engage in international co-operation to implement this right.
29.	Aims of education - Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

30.	Children of minorities and indigenous populations - Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.
31.	Leisure, recreation and cultural activities - The child has the right to leisure, play and participation in cultural and artistic activities.
32.	Child labour - The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.
33.	Drug abuse - Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.
34.	Sexual exploitation - The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography
35.	Sale, trafficking and abduction - It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.
36.	Other forms of exploitation - The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.
37.	Torture and deprivation of liberty - No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.
38.	Armed conflicts - State parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited in the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.
39.	Rehabilitative care - The state has an obligation to ensure that child victims of armed conflict, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.
40.	Administration of juvenile justice - A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.
41.	Respect for higher standards - Wherever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this convention, the higher standard shall always apply.
42. to 54	Implementation and entry into force The provisions of articles 42 – 54 notably foresee: 1. The State's obligation to make the rights contained in the convention widely known to both adults and children. 2. The setting up of a Committee on the Rights of the Child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force and the Committee would therefore be set up once 20 countries have ratified it. 3. States parties are to make their reports widely available to the general public.

Appendix 3 An Integrated Adult Education and Teacher Education Framework

Once the Early Learning Framework has been adopted as policy, the next task will be to develop an integrated approach to capacity-building of all people of Seychelles on the issue of ECCE, in a coordinated way using all relevant Ministries, universities and civil society organisations (including community-based, faith-based, not-for-profit and commercially-based organisations).

The integrated approach may focus upon

1. children in primary school - both boys and girls
2. adolescents in secondary school – both boys and girls
3. ante-natal classes - both fathers and mothers
4. post-natal classes – both fathers and mothers
5. child minders – including family members
6. childcare providers in Crèche 1 and 2
7. teachers of Primary 1 and 2
8. teachers of P3 and above (for continuity and for children with developmental delays)
9. lecturers and facilitators of ECCE sensitisation and qualification programmes

The integrated programme may include

- informal sensitisation programmes for different target groups e.g. ECCE media advocacy group, pregnant women and their partners (accompanied by a certificate of attendance)
- modules in the Essential Learning Areas of the National Curriculum Framework for schooling for
 - Child Development and Early Learning
 - Health and Physical Education
 - Personal, Social and Citizenship Education
- short courses (certificate of competence)
- teacher education modules at diploma and degree levels.

Capacity-building may be informal, non-formal and formal and accredited through the relevant qualifications framework.

The programmes may be delivered by government, universities and civil society organisations and a capacity-building programme may be instituted to ensure the realisation of an integrated approach.

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In 2009, the Center on the Developing Child launched a collaboration with the Interactive Media Division of the School of Cinematic Arts at the University of Southern California (USC) to develop and test new ways of communicating the science of early childhood development using interactive media. The "Brain Hero" video, depicting how actions by a range of people in the family and community impact child development, is the first product of this collaboration. This 3-minute video adapts the visual sensibility of interactive game models to a video format. Based loosely on such games as "Guitar Hero," "SimCity," and "The Game of Life," the video portrays how actions taken by parents, teachers, policymakers, and others can affect life outcomes for both the child and the surrounding community.

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The basic architecture of the brain is constructed through a process that begins early in life and continues into adulthood. Simpler circuits come first and more complex brain circuits build on them later. Genes provide the basic blueprint, but experiences influence how or whether genes are expressed. Together, they shape the quality of brain architecture and establish either a sturdy or a fragile foundation for all of the learning, health, and behavior that follow. Plasticity, or the ability for the brain to reorganize and adapt, is greatest in the first years of life and decreases with age.

This video is part one of a three-part series titled "Three Core Concepts in Early Development" from the Center and the National Scientific Council on the Developing Child. The series depicts how advances in neuroscience, molecular biology, and genomics now give us a much better understanding of how early experiences are built into our bodies and brains, for better or for worse. Healthy development in the early years provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation.

Also from the "Three Core Concepts in Early Development" Series:

2. Serve & Return Interaction Shapes Brain Circuitry: http://youtu.be/m_5u8-QSh6A

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Four ten-minute animated videos and accompanying guidebooks portray the normal sequence of a child's development, describing the major developmental tasks for each age group and showing how to create an effective learning environment in the home. To make the videos universally useful, realistic figures appear against neutral backgrounds. The animated series can be used with live-action sequences suited to the country setting or as standalone educational tools.

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Integrated adult education and teacher education framework

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At Children's Home Society of Washington, social service providers are using video clips of parents interacting with their young children to help the parents identify their own strengths and learn which interactions best promote healthy development. Created in partnership with researchers at the University of Oregon and Oregon Social Learning Center, this intervention supports positive interactions in young families facing adversity and models an innovative co-creation and testing process for science-based strategies. Learn more in this Innovation in Action video, the second in this series of portraits that focuses on innovative, collaborative work as part of Frontiers of Innovation.